

STATE OF CALIFORNIA
CALIFORNIA STATE AUDITOR'S OFFICE (CSA)

In the matter of

2020 Citizens Redistricting Commission (CRC)
Applicant Review Panel (ARP) Public Meeting

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TUESDAY, MARCH 3, 2020
9:00 A.M.

Reported by:
Peter Petty

APPEARANCES

Members Present

Ben Belnap, Chair

Ryan Coe, Vice Chair

Angela Dickison, Panel Member

Staff Present

Christopher Dawson, Panel Counsel

Lisa Molino, Office Technologist

Shauna Pellman, Auditor Specialist II

Applicants

Michael Gennaco

Manuela Cerruti

Elaine Lewis

Glen Fukushima

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P R O C E E D I N G S

9:00 a.m.

CHAIR BELNAP: The time being 9:00 o'clock.

We're going to get this meeting started. I see all the panel members are here. While I cover some of the ground rules we've been covering every day, why don't we have the candidate come forward and get settled. So, remember to silence your cell phones, take any phone calls in the hallway. Restrooms right here in the hallway. In case of emergency follow a CSA staff member down the stairs.

So with that we'll continue on with agenda item number six, which are interviews of applicants. Today we have with us -- is it Mr. Gennaco?

MR. GENNACO: It's Gennaco.

CHAIR BELNAP: "Gennaco." Okay.

MR. DAWSON: Okay. Let's start the clock.

Mr. Gennaco, I'm going to read you five standard questions every applicant has been asked. We'll start with number one. What skills and attributes should all Commissioners possess? What skills or competencies should the Commission possess collectively? Of the skills, attributes and competencies that each Commissioner should possess, which do you possess? In summary, how will you contribute to the success of the Commission?

MR. GENNACO: Thank you for that question, and I

1 will get these right, I hope, with regard to tone of voice
2 and volume. It's my pleasure to be here. Thank you for
3 the question. My name is Mike Gennaco. And to answer your
4 specific questions, I wanted to start by what I think is
5 one of the primary attributes that every Commission member
6 should have, and that is, the recognition of the right to
7 vote, and how important that is to our form of Government.

8 It was -- it's not circumstance or coincidence
9 that I chose today to sign up for this position to be
10 interviewed, Election Day. I thought it was extremely
11 apropos, and this is one of the reasons, the primary
12 reasons that I'm here, that I have submitted my candidacy
13 and my application.

14 And I think that every Commission member, I would
15 hope and I would expect that every Commission member would
16 have that same interest and recognition of the importance
17 of the right to vote, and how that needs to be protected.
18 We didn't always get that right. We didn't get that right
19 when the Constitution was framed. You know, the Census --
20 some people were just three-fifths of a person back then.
21 It took a century and a half before women were given the
22 right to vote. So that historical recognition I think is
23 important.

24 The second thing I think is critical for every
25 Commission member to have is an understanding and

1 recognition of this task and the awesome responsibility
2 that every Commission member will be entrusted to perform.
3 I know that from my voting rights' work in Mississippi and
4 Chicago. I have seen how redistricting in not a good way
5 has impacted and prevented communities of interest to be
6 able to vote and have their vote counted in a significant
7 way. And I've also seen how reforms and redistricting that
8 is done the right way, free of bias, free of interest in
9 protecting incumbents, has worked to the advantage of
10 franchising individuals and communities who have for
11 centuries not been franchised. So I think that's critical.

12 I think, you know, the other skills that come
13 from that are more sort of nuts-and-bolt skills, but
14 obviously, analytical skills, the ability to make decisions
15 based on evidence, evidence-based decision making is one
16 way of putting it, paired with some common sense and
17 judgment. You know, the Commission, the initiative that
18 got the Commission started and placing this responsibility
19 in the hands of citizens of the State of California was one
20 way of doing it, and the way of doing it. It was not, it's
21 not -- the people did not say, let's have robots do it,
22 let's have computers do it. So that recognition that there
23 needs to be a human factor, a common-sense understanding,
24 in addition to reliance on the data and being able to
25 analyze the data I think is important.

1 Active listening I think is also going to be
2 crucial for a Commissioner. And I'm not simply suggesting
3 sitting there and taking it all in, I'm talking about
4 actual dialogue and using presentations from various groups
5 and interested individuals, digesting it, analyzing it,
6 synthesizing it and then responding back if there's a
7 meaningful way to do that.

8 And then the final thing I would say, there are
9 many more qualities that I could go on, but my time is
10 limited, and that's to strive for impartiality. We all
11 bring with us biases that are inherent and implicit. My
12 work in policing has recognized that there's implicit bias
13 in each of us. And there is partiality in each of us. But
14 to the degree that we can divorce ourselves from that
15 inherent bias or partiality based on prior experiences,
16 affiliations, relationships, life experiences, I think it's
17 essential that every Commissioner do so. And there are
18 ways to do that. There are strategies in which that can
19 be, you know, not eliminated but certainly diluted, and
20 hopefully prevented.

21 I believe that I possess each of these
22 attributes, each of these skills sets. I wouldn't be here
23 if I didn't think I had the qualifications to serve. I
24 have been familiar with voting since 1984 when I was
25 involved in hand drawing maps, before there were computers

1 to aid in dicing and slicing Census data. And I've been,
2 you know, interested in that. I've moved away from my
3 voting work and done other work in civil rights, but
4 continue to have a vast and serious interest. And this
5 would be an opportunity for me to revisit those years that
6 I had back in the early 80's when I was doing this work.

7 MR. DAWSON: Thank you. Question two. Work on
8 the Commission requires members of different political
9 backgrounds to work together. Since the 2010 Commission
10 was selected and formed the American political conversation
11 has become increasingly polarized, whether in the press, on
12 social media, and even in our own families. What
13 characteristics do you possess, and what characteristics
14 should your fellow Commissioners possess, that will
15 protect against hyperpartisanship? What will you do to
16 ensure that the work of the Commission is not seen as
17 polarized or hyperpartisan, and to avoid perceptions of
18 political bias and conflict?

19 MR. GENNACO: I think the first thing that I
20 would do as a Commissioner would be to recognize that in
21 fact we are living in a hyperpartisan world, and there's no
22 getting around it. It's unfortunate, but it is the world
23 in which we live, and a world in which no longer can there
24 be even agreement on certain sets of facts. That just
25 shows you how far we've come, unfortunately, down this road

1 of partisanship, where one can't even agree on a set of
2 facts to be used to then develop a strategy and a policy in
3 going forward.

4 The good thing about the Commission and the way
5 it's set up is that Commissioners will be able to rely on a
6 set of facts, and that's Census data. And I think that it
7 will be important for each Commissioner to recognize, that
8 is the data set. Imperfect as it might be, or individuals
9 might have private issues with regard to the count in
10 certain places, that has to all go by the board, because
11 this is the data set in which we have been asked as
12 Commissioner to work with, and you do accept that.

13 With regard to eliminating partisanship, I think,
14 again, there are a number of strategies that can be used to
15 certainly dilute that. One perception is reality for many
16 individuals, the transparency of this process is critical I
17 think for the citizens of California to continue to have
18 trust in the process, but because it is so transparent,
19 every word that a Commissioner says in public will be
20 recorded till the end of time perhaps. And for that reason
21 it is crucial that each Commissioner measure their words
22 carefully. That doesn't mean that discussions should be
23 muted, but it should be done in a professional way where
24 objectivity is sort of the common theme that each
25 Commissioner, as an individual, and the Commission as a

1 whole I believe should agree to.

2 MR. DAWSON: Thank you. Question three, what is
3 the greatest problem the Commission could encounter, and
4 what actions would you take to avoid or to respond to this
5 problem?

6 MR. GENNACO: This question I think my answer is,
7 is really going back to question two, which is one of
8 impartiality. The reason in my view that the voters agreed
9 to hand over the responsibility of redistricting to
10 Commissioners, and taking it out of the hands of
11 legislators, is because the feeling that legislators,
12 because they are legislators, and because they care about
13 keeping their seat, couldn't be impartial. Could not
14 impartially draw districts in a way that were fair, and in
15 a way in which communities of interest were protected, in a
16 way in which there wasn't any voting dilution and lines
17 that could run afoul of the Voting Rights Act. Legislators
18 couldn't do it, and I've talked to legislators who have
19 admitted as much. That doesn't mean that legislators were
20 in favor of this new way of doing business. They've
21 learned to live with it, some have challenged it, it's been
22 challenged in court, but it's all going back to this whole
23 thing about true impartiality. And I believe that the
24 Commission provides the best vehicle, the best vehicle
25 whereby a set of maps can be drawn, redistricting can be

1 made in which -- to the degree that will minimize any
2 partiality, and hopefully eliminate it. That would be the
3 aspiration, but I think it's the biggest challenge.
4 Because I do think that even though legislators have
5 learned to live with it, they haven't given up on the
6 process. And my belief is that there are individuals that
7 are still going to be participating in the Commission's
8 further proceedings who will try to find ways through
9 presentations, through information, through data
10 presentation, to reinject partiality into the process, and
11 I think the Commissioners need to be a guardrail against
12 that.

13 MR. DAWSON: Thank you. Question four. If you
14 are selected you will be one of 14 members of the
15 Commission, which is charged with working together to
16 create maps of the new Districts. Please describe a
17 situation where you had to work collaboratively with others
18 on a project to achieve a common goal. Tell us the goal of
19 the project, what your role in the group was, and how the
20 group worked through any conflicts that arose. What
21 lessons would you take from this group experience to the
22 Commission, if selected?

23 MR. GENNACO: Thank you, Mr. Dawson. Working
24 collaboratively is essentially one of my job requirements
25 as an auditor. I'm the independent police auditor for a

1 number of communities. I just was at my independent police
2 auditor meeting last night in the City of Davis. I do also
3 audit for the -- audit the Police Department in Burbank and
4 Anaheim, in Palo Alto and elsewhere throughout the State.

5 In order to perform that function, my role, in
6 addition to auditing, doing qualitative and quantitative
7 audits of police practices and police complaints and
8 investigations, my other responsibility is to serve as a
9 bridge between the community and the police. And often
10 times those bridges have eroded over time, or they have
11 never existed in some communities. Certainly, as a result
12 of some of the recent events, even in this very City,
13 people who live here are very familiar with that erosion.
14 And so, whenever there is -- one of my roles is to work
15 collaboratively with people who are often on polar
16 opposites of the issue, whether it's the police department
17 and community advocates or police associations who
18 represent police officers, that is really a mix of
19 individuals with a lot of different viewpoints. And so,
20 for example, I was appointed as my role of auditor, my -- I
21 got a collateral appointment to serve as the chair of the
22 Taser Task Force Committee in Palo Alto. There was a big
23 discussion and controversy and public interest about
24 whether tasers should be a tool that police officers should
25 have in Palo Alto. And so as a non-voting member I chaired

1 that commission, that Task Force, and was able to get to a
2 place where at least people were satisfied with the
3 process. Some still disagreed with the result, but I think
4 we had input, we had collaboration, we had experts come and
5 talk, and I think that process ended up serving the City
6 well and we ended up with a good result. You know,
7 sometimes this isn't a zero-sum game, and in this case we
8 were able to get a result where tasers were implemented,
9 but there were qualifications put on the tasers. For
10 example, the -- every taser deployment would then be
11 reviewed by the police auditor, meaning, my office, to
12 determine whether or not it was consistent with the
13 training and policy.

14 So I do think that that kind of collaboration is
15 the collaboration I strive for in the work I do every day.
16 And that talent and skill set I think I could bring to this
17 Commission, if I were selected.

18 MR. DAWSON: Question five. A considerable
19 amount of the Commission's work will involve meeting with
20 people from all over California who come from very
21 different backgrounds and a wide variety of perspectives.
22 If you are selected as a Commissioner, what skills and
23 attributes will make you effective at interacting with
24 people from different backgrounds and who have a variety of
25 perspectives? What experiences have you had that will help

1 you be effective at understanding and appreciating
2 communities -- people in communities of different
3 backgrounds and who have a variety of perspectives?

4 MR. GENNACO: One of my responsibilities is
5 actually to teach, particularly, police administrators and
6 executives, on outreach strategies. Police have always
7 sort of been a closed culture, and have not been very
8 effective over the past, historically, culturally, for a
9 whole lot of reasons in reaching out to communities. So,
10 in my class I teach administrators and executives
11 strategies in which there can be effective outreach by
12 those individuals. For example, when a critical incident,
13 like an officer-involved shooting happens --

14 MS. MOLINO: Five minutes.

15 MR. GENNACO: Thank you.

16 When an officer-involved shooting happens, it
17 creates an uproar. It tears communities apart. It's very
18 divisive within the police department. It is an important
19 and significant issue in any community in which it happens.
20 And so, executives, as I train executives, they need to get
21 out in front of the issue. There are ways of saying, I am
22 sorry for the loss of your son without admitting liability
23 and responsibility, but many police executives have failed
24 to recognize that. And it's that kind of statement, it's
25 that kind of outreach that can really start to heal and

1 prevent further divisiveness from occurring.

2 I do that regularly myself in town halls. There
3 is nothing more tense and full of electricity and tragic
4 situations than immediately in the aftermath of an officer-
5 involved shooting. And I have worked with families, I've
6 worked with representatives of families, I've worked with
7 community members who are advocating on behalf of reform in
8 a way that is different than I think most individuals would
9 do in the traditional way, which is to sort of hide behind
10 a screen of, can't say anything because it's an active
11 investigation.

12 I have been dismayed, I tell you, because I
13 appear many times before city councils, county supervisors,
14 and have been dismayed at the way in which some of them
15 have used public comment in a way that I find to be
16 ineffectual, and also, quite candidly, insulting. I've
17 seen too many times where elected officials during public
18 comment aren't even paying attention. They're -- I just
19 presented to a group of elected officials, and in one case
20 one of the board members was clearly not interested, was
21 eating popcorn, was chatting, was leaving the desk, and was
22 quite distracting with regard to my attempt to provide I
23 think really salient and important information. But it's
24 not about me, it's about community members who are --
25 there's nothing harder to do than get in front of a

1 microphone for many people, and to start, you know, talking
2 about experiences, life experiences, with an effort of
3 advocacy. We're all entitled to that. It's not easy to
4 do. And those who are listening should do all they can to
5 actively listen and treat that individual with the respect
6 they deserve.

7 MR. DAWSON: So that concludes our standard
8 questions. We will now to go panel questions. Each Panel
9 Member will have 20 minutes, beginning with the Chair, Mr.
10 Belnap.

11 CHAIR BELNAP: Thank you.

12 So, Mr. Gennaco, after graduating from Stanford
13 with a law degree, why did you decide to work for the Civil
14 Rights Division of the U.S. Department of Justice? What
15 launched your career path?

16 MR. GENNACO: That's an interesting question. It
17 takes me back a ways. But I had -- so, when I was looking
18 around I certainly wanted to find -- to take my law degree
19 and use it in public interest sphere. That limits your
20 choices really as an attorney, because, you know, most
21 attorneys end up going into private practice in the
22 corporate wheel world, and there are a lot of opportunities
23 there. In the public interest sphere it sets -- it's more
24 limited. There's certainly a lot of opportunities. But
25 when I had this opportunity to apply for and ended up

1 getting offered a position at the U.S. Department of
2 Justice, Civil Rights Division, those were difficult times
3 for civil rights, at least for some people. You know, at
4 the time it was President Reagan about to go into his
5 second term, and while I have a lot of respect for
6 President Reagan, civil rights was not at the top of his
7 priorities at that time.

8 And so, I had a long, hard talk with the judge
9 who I was clerking for at the time, Judge Thomas Tang, who
10 was the first Asian-American Judge to be appointed to the
11 Ninth Circuit. And he said, these are the -- these times
12 are the most important times, when people like you need to
13 get into the Civil Rights Division. It's when things are
14 not going well, when there's not full-throated support for
15 all of the initiatives, particularly in voting, which is a
16 third rail of politics in the U.S. Department of Justice at
17 times. That's when we need people of character, people of
18 good will, people with a moral compass, people who will be
19 impartial, and be able to participate in that process. And
20 if you can convince people who are not like-minded that
21 your suggestion and recommendation is the right way to go,
22 that's the kind of dynamic we need. We can't give up.

23 And I took his advice. I took his advice about a
24 lot of things, he was one of my mentors, and ended up
25 there. And it ended up proving exactly as Judge Tang had

1 suggested.

2 CHAIR BELNAP: All right. Thank you. So next
3 question, you state in your application that you worked in
4 the voting section of the Civil Rights Division, and that
5 you reviewed allegations of violations of Voting Rights
6 Act. How does an investigator determine whether the Voting
7 Rights Act has been violated?

8 MR. GENNACO: Boy. The first, the first piece
9 you look for is the data. In the 80's that was more
10 difficult than it is now, but you could still -- there were
11 still Census data, and that ended up being sort of our
12 barometer to sort of get a first cut as to whether or not
13 something was going on that was in violation of the Act.
14 The difference between voting age, population and actual
15 population is important to know. So there's a lot of
16 precepts and a lot of technical information that is
17 important to learn. But then the other information that
18 does come in and is really as regarded as the data itself,
19 are concerns from the communities of interest who believe
20 that they have been disenfranchised by the current
21 individuals in power, by the current legislators in
22 decision making. So whether that meant not having polling
23 places in communities of color, and requiring them to go,
24 you know, 30 miles, whereas people in the majority were
25 able to go next door to their school, that, you know, that

1 kind of event is a violation. But then the more subtle
2 concerns, like voter dilution, splitting up and fragmenting
3 communities of interest, those other more subtle, but I
4 think just as importantly catastrophic to the right to
5 vote, are also something that needs, it needs a more
6 technical dive, but it does need a deeper dive as well.

7 CHAIR BELNAP: And did any of the cases that you
8 reviewed go to trial, and if so, what was the outcome?

9 MR. GENNACO: We almost went to trial in Chicago.
10 We got all the way to -- you know, we finished the
11 deposition and discovery, and on the eve of trial we ended
12 up settling, and it was a good settlement. In that case
13 there are 50 aldermanic districts in Chicago, which is
14 essentially council districts. And at that time under
15 Mayor Jane Byrne, there was a 25/25 split between
16 aldermanic districts, in which the aldermen and the mayor
17 had agreed, these 25 are for the White residents, these 25
18 are for the African-American residents, and because at that
19 time, and it still is, unfortunately, Chicago was such a
20 segregated city, it all worked out for everybody, except
21 for the burgeoning Latino population, who were
22 disenfranchised. And so as a result of that settlement, we
23 were able to create districts in which they were able to
24 keep their communities of interest intact and vote for
25 representatives of their choice.

1 CHAIR BELNAP: So how did these particular
2 experiences that you've been talking about, and expertise,
3 how does this demonstrate your ability to be impartial?

4 MR. GENNACO: I think that because I am often
5 asked to render judgment on a case that requires me to be
6 impartial, if I'm partial, then my credibility is going to
7 be at risk. So, every time I decide whether or not in my
8 view an officer-involved shooting is in or out of policy,
9 every time I decide whether or not this investigation was
10 thorough and fair, every time I made that decision I have
11 to back it up with analysis, and I have to ensure that that
12 analysis will hold together by any critic who is looking at
13 any decision that I had been made. And as a result, that's
14 why I'm the monitor for the City of Stockton Unified School
15 District Police Department. That case was uncanny. I
16 really a little surprised. I worked for the State
17 Department of Justice in doing the investigation against
18 Stockton Unified, but then when it came time to choose a
19 monitor, because of the effectiveness of our investigation
20 and my ability to develop relationships with the school
21 district during the investigation, they selected me to
22 monitor the settlement agreement that they agreed to.

23 CHAIR BELNAP: So a similar question to the one I
24 asked, but in regards to appreciation of diversity. How do
25 your experiences working in the Civil Rights Division,

1 investigating hate crimes, and also working as a police
2 auditor, how do those show your appreciation for diversity?

3 MR. GENNACO: In order to be effective in each of
4 those areas, you must have an appreciation for diversity.
5 You must understand that even the correct decision, if it's
6 a decision that is not inclusive of others that don't look
7 like everybody else, it's not going to resonate in the same
8 way. And that doesn't mean that you put on token
9 individuals just so that you can say you've done that.
10 What I'm talking about is a real synthesis of diverse
11 opinions. You know, one of the things that I appreciate
12 about the, you know, the intended makeup of this Commission
13 is this push towards insuring that there is diversity, not
14 only racial-ethnic, but also geographic diversity. And,
15 you know, one other way of dicing this thing would have
16 been to appoint an election czar to do the redistricting
17 just by herself. One person. You could do it that way,
18 but instead, this initiative that got the support of the
19 voters, said, no, we want 14, and we want it to be diverse.
20 Why? Because I think in the wisdom of those who supported
21 that initiative, 14 people from diverse backgrounds will
22 end up with a product that will be better than the one-
23 election czar, but also more accepted by the diverse
24 communities in this great State that we live in.

25 CHAIR BELNAP: Thank you. So I want to follow-

1 up. Getting away from the application for a moment. In
2 some of your testimony today, you said that Commissioners
3 need to measure their words carefully. So I'd like you to
4 talk a little bit about what kind of public statements by
5 Commission members would decrease public trust. Give me
6 some examples, and also just some categories of things that
7 the Commissioner should avoid.

8 MR. GENNACO: I think that you can effectively
9 facilitate and have dialogue with individuals who come
10 before a commission without disrespecting them, without
11 suggesting that you have already made your mind up by
12 comments that you might make. And it can go as far to even
13 expressions you might make, and I caution individuals who
14 are in this business about that as well.

15 If somebody is presenting and no one's paying
16 attention, or, alternatively, there's a look of, you know,
17 disgust or clearly, I'm not agreeing with that position,
18 that, too, will, I think, impart to the presenter, and to
19 anyone else who happens to see it, that that Commissioner
20 may have already made a choice about this one, and is not
21 really interested in listening to this individual. A poker
22 face is important. That doesn't mean you drip all the
23 humanity out of each of us. I don't -- I'm not suggesting
24 that. But you can do that in a way that's professional,
25 elevates the level of discourse in an effective way, and

1 not show your hands. The -- you know, unfortunately
2 people can get emotional investment, and can get wrapped
3 up, and then that, you know, off-the cuff comment like,
4 that's ridiculous, I don't get that, I mean can -- that
5 will stay with that Commission. You can't erase. You
6 can't take those words back. And so that's why I think
7 it's really important.

8 CHAIR BELNAP: Thank you. And my final question,
9 why should various communities who have felt marginalized
10 and underrepresented trust that you would protect their
11 voting rights?

12 MR. GENNACO: I would hope that the work that
13 I've done in the past would at least get me started with
14 regard to starting to develop trust in individuals who come
15 before the Commission, and individuals who will be directly
16 impacted by what the Commission decides. I would hope that
17 the way in which I performed my responsibilities as a
18 Commissioner would also work to the benefit of the
19 Commission writ large, in a way in which that trust will be
20 achieved. And I think my attention to ensure that the
21 process is fair is one of the most important things. We
22 may end up disagreeing, and we may not get unanimity in
23 this State about the result, whether this neighborhood
24 should have been in district or vice versa. But as long
25 as, in my view, as long as there is trust in the process,

1 that the process was fair, I think that will go a long way
2 toward the citizens of California, at least believing that
3 this part of the electoral process and redistricting
4 process is fair.

5 CHAIR BELNAP: Thank you.

6 Mr. Coe, I'll turn it over to you.

7 VICE CHAIR COE: Thank you.

8 Good morning, Mr. Gennaco.

9 MR. GENNACO: Good morning, Mr. Coe.

10 VICE CHAIR COE: I appreciate you being here this
11 morning.

12 MR. GENNACO: Of course.

13 VICE CHAIR COE: I wanted to talk a little bit
14 about you founded in your application, you say you were the
15 founder of OIR Group, and I was going to ask a little more
16 about it, but you've spoken about it. And so I get it's
17 an organization that specializes in auditing law
18 enforcement --

19 MR. GENNACO: That's essentially it.

20 VICE CHAIR COE: -- is that correct?

21 MR. GENNACO: Yes, sir.

22 VICE CHAIR COE: Okay. I'm curious as to what
23 motivated you to found this group, and if you can draw any
24 parallels between the group and the Commission.

25 MR. GENNACO: Sure. I founded the group because

1 I found there to be a huge deficit. There was nobody doing
2 this work like we do before. You know, police oversight is
3 relatively new. Auditing has certainly been around for
4 quite a while, as you all know. But with regard to taking
5 a look at the inside of an organization, you know, of law
6 enforcement, that is relatively new. I think rocket ships
7 have been along -- around longer than police oversight.
8 And so I felt that need, and, therefore, created this group
9 that can come in after a critical, controversial incident,
10 and take a look, you know, at what is going on with the
11 department, and look at the training, look at the policies,
12 look at the hiring, and see whether or not things could be,
13 through an audit, tuned up in a way in which there will be
14 less likely a future chance of an event like a shooting
15 occurring. And that's sort of the goal. You know, we have
16 branched out, and we've actually been handed off
17 investigations that have been done by this, your office,
18 the Auditor's Office. So, we work a lot with Cal State
19 System, and some whistleblower investigations have been
20 handed off to us to do as part of our responsibilities that
21 were outside the scope of the audit.

22 And so, we have found that we have filled a need,
23 and I do find that the skill sets and the way in which we
24 do our business is very comparable to the work that I would
25 perform if I were selected as a Commissioner, and the work

1 of the Commission in the sense that it is all about coming
2 up with decisions that are ingrained in evidence and,
3 therefore, will be accepted by individuals who are not
4 going to be in agreement about the path forward on what the
5 districts should look like. And I do think that skill set
6 is transferrable.

7 One thing that we don't have that the Commission
8 has is authority. So, we don't ever get to say, this is
9 what your policy needs to look like. We have to use our
10 power of persuasion to get the chief of police, city
11 council, whoever the decision makers is, to believe that
12 this is the right way to go. The Commission has that. But
13 that doesn't -- but just because the Commission has the
14 authority, simply having that authority in my view is
15 nowhere near sufficient. You've got to be able to back up
16 with that authority with process and with deliberation, and
17 ensure that that process is fair, objective, impartial, so
18 that however it comes out the public will accept it.

19 VICE CHAIR COE: So you mentioned the parallel
20 between the work that you do now and the Commission is
21 making decisions engrained in evidence. There's obviously
22 different kinds of evidence. You mentioned the Census and
23 things that are less subjective and can't really be argued.
24 And then there's obviously other evidence, and a lot of
25 it's testimony or things people say. And earlier you also

1 mentioned being on the lookout for potentially partial
2 evidence that is coming in via probably testimony. In your
3 work and in the work you would do with the Commission, how
4 would you go about determining the quality of that type of
5 evidence, the more testimony-based evidence?

6 MR. GENNACO: Yeah. And, Mr. Coe, this goes back
7 to my -- what I think is the biggest challenge for any
8 Commission like this, and that is, how do you untangle
9 that? And it's not even necessarily possible to do
10 entirely because, just as an example, there may be a
11 community group who has an interest in keeping a community
12 of interest intact. But they also may be interested in
13 insuring that the person who has represented their interest
14 remain in position and remain in office. And they can have
15 that dual motivation as they're testifying before the
16 Commission. I think the hard part -- the easy part is a
17 lobbyist who forms a fictional group, and you can figure
18 out that they're not representing anybody but the interests
19 of the lobbyists and whoever it is that's unnamed. The
20 more difficult scenario's the one I'm describing, where a
21 well-meaning advocacy group again has an interest in
22 insuring integrity of communities of interest, insuring
23 that the qualities, geographical integrity and geographical
24 diversity and all those things are honored, at the same
25 time would prefer to have their representatives stay in

1 place.

2 VICE CHAIR COE: I wanted to ask a little bit
3 about your work with the U.S. Department of Justice when
4 you were a voting section attorney. You'd look into
5 allegations of potential voting rights violations. How do
6 you receive those? How does that come to the attention of
7 the Office?

8 MR. GENNACO: They come every which way. So, any
9 citizen, advocacy group, et cetera, can and did often write
10 before e-mail, believe it or not, write or, you know, show
11 up and seek appointments. And so there's all kinds of way
12 in which the work would come in. Certainly, NAACP, ACLU,
13 Common Cause, other, you know, voter advocacy groups would
14 often be pointing out what they saw as irregularities in
15 the process or unfairness in the process, and certainly we
16 would listen to that.

17 The other thing that we -- the other authority we
18 had that no longer exists because of a recent Supreme Court
19 case, and will actually be different between the 2010
20 effort and the 2020 effort, is that half of the Voting
21 Rights Act has been eliminated as a result of the Supreme
22 Court ruling. So Section 5 preclearance, and I don't want
23 to get too technical, required the Department of Justice
24 for certain communities, including certain communities in
25 California, before they changed any of their voting

1 practices, had to send the anticipated change to us, and we
2 would ensure by our review to evaluate whether or not it
3 would harm and work to the detriment of certain voting
4 populations. That no longer exists. There still is
5 Section 2, which is the overall requirement that voters --
6 the right to vote not be diluted through unfair
7 redistricting. So that still exists, but Section 5 was a
8 really important way in which we could proactively impact
9 and ensure that voting rights of all individuals were
10 protected. That's gone. And I would just follow-up, Mr.
11 Coe, and that's why, one of the reasons why this Commission
12 is even more important, because the feds are no longer in
13 the business.

14 VICE CHAIR COE: I think earlier you mentioned
15 the example in term -- in response to Mr. Belnap's question
16 on impartiality. You gave the example of being asked to be
17 the monitor for Stockton Unified after having worked on an
18 opposite side before as an example of having demonstrated
19 to others the impartiality. Were there any other examples,
20 perhaps, that you could provide in addition to that one?

21 MR. GENNACO: Sure. Often times that pattern is
22 just the most recent example of where it's happened before.
23 So, for example, we looked at the death, in-custody death
24 of a homeless person in a jurisdiction. And based on that
25 -- it was a one-off project, but based on that review, we

1 were then retained to be their permanent, ongoing auditor.
2 And as a result of our work as the, you know, reviewer and
3 investigator in that case, we ended up shifting over to an
4 auditing mode, and have been doing that for 10 years. And
5 that's not unique either. We've done that in Palo Alto,
6 where we did an initial incident, and then came in as the
7 auditor. So there -- that repeats itself. And, you know,
8 I think it pleases me to see that whatever results we make
9 are seen to be fair enough that the police department, city
10 leadership, whatever, agrees that these guys will call it -
11 - and women are going to call it the way you see it -- they
12 see it, and at least they're going to give us a fair shake.

13 VICE CHAIR COE: Earlier you were also talking
14 about -- in response to a question, about the diverse
15 groups of people that you've worked with or represented
16 over the years. Can you provide a little bit of insight in
17 what you've learned about the perspectives of diverse
18 groups during your career and your work with them?

19 MR. GENNACO: I've learned that one size
20 certainly doesn't fit all, and that sometimes traditional
21 ways of either interacting or devising methodology to
22 increase voter participation will not work the same in
23 every community. And maybe the best example of that, Mr.
24 Coe, is my work up in Northern New Mexico, when I was
25 working hard to ensure that there was a -- there were more

1 opportunities to effectively vote by Indian communities up
2 there, the Native American communities. And because their
3 way of life, at least then, and I think it continues to
4 some degree, has -- is different than if you were living
5 here in Sacramento, and different in so many different
6 ways. And because things that might work in an urban
7 environment don't work in those communities, I think has -
8 - was the beginning of a long teaching lesson for me on how
9 mechanisms that you think might work in every community
10 won't work in every community.

11 VICE CHAIR COE: Kind of to piggyback off of
12 that, you've touched on it a little bit already, but you're
13 based in Los Angeles County, right?

14 MR. GENNACO: Yes.

15 VICE CHAIR COE: And you've done obviously a lot
16 of work down there. You mention in your application with
17 the County Sheriff's Department. You mentioned you were at
18 a meeting in Davis and Palo Alto. Any other regions across
19 the State that you've done work in, and what did you learn
20 from those different regions, and how did they differ
21 amongst each other?

22 MR. GENNACO: Sure. Most of my work has been
23 auditing police departments, but I have the fortune of
24 looking at law enforcement agencies throughout the State of
25 California. So, one of my ongoing projects is an

1 investigation we're doing, it's been announced, we're doing
2 in Eureka involving Humboldt State University Police
3 Department and the Chief of Police. So, got to, as a
4 result of that responsibility, have gotten to know that
5 community, at least know the campus community, and
6 certainly Arcata and other areas up there. And our work
7 with CSU has brought us to half a dozen or more campuses.
8 CSU Stanislaus, a totally different kind of community.
9 We're working with that police department on some reform.
10 CSU Bakersfield. We just recently picked up a project for
11 the County of Santa Clara. So we'll be working in auditing
12 their Sheriff's Office in Santa Clara County. Just picked
13 up a project in Santa Cruz. So we'll be looking at, you
14 know, some of the coastal communities there and starting to
15 get acquainted with Santa Cruz. And then we've done work
16 in Southern California, San Diego Sheriff's Office, Cal
17 State University San Marcos, and then some work in the
18 Inland Empire as well, in Riverside County.

19 So, my work -- and I actually appreciate having
20 this diversity, because that keeps me going. I've been
21 doing this work for 20 years now, and every time I go into
22 a new community, it's important to learn the community,
23 because policing will also be different in that community
24 based on the public safety issues that are presented in
25 each of those communities. Whether it's a rural community,

1 where you can't have, you know, the same kind of policing
2 that you can have in an urban community. Whether it's a
3 large organization versus a small organization, it's just
4 totally different, and it takes a lot of understanding of
5 the underlying community before anything you say can be
6 effective. You know, some of the things that we thought
7 would be good in L.A. County just wouldn't work at Humboldt
8 State.

9 VICE CHAIR COE: I wanted to ask you about
10 communities of interest. You've mentioned it a few times.
11 How do you define a community of interest, and how do you
12 think the Commission should go about, or could effectively
13 go about identifying those communities?

14 MR. GENNACO: Yeah. Well, I would first as a
15 Commissioner I would look to how it's defined in the
16 regulations.

17 MS. MOLINO: Five minutes.

18 MR. GENNACO: Thank you.

19 I would look to see how it was defined in the
20 regulations, and I think there is a definition in the
21 regulations that seems to make sense to me. I would say
22 that it is a broader definition than the Voting Rights Act
23 definition because communities of interest in the voting
24 rights side there's usually an ethnicity or race or sex or
25 gender or some sort of component that's protected.

1 Communities of interest as defined by the regulations is
2 much broader and can be geographical. It can be
3 communities that share the same kind of work experience.
4 It does not have to be, it doesn't have to be a racial or
5 ethnic component to it at all.

6 And so I think that's important for Commissioners
7 to recognize that distinction, because I think that will be
8 really important to guide how Commissioners, when it comes
9 time to, when it comes time to start drawing the maps,
10 recognize that distinction.

11 VICE CHAIR COE: One final question, if we still
12 have a few minutes here. Personally speaking, what aspects
13 of a Commissioner do you think that you will most enjoy,
14 and on the other side of that, what aspects of it do you
15 think that you might perhaps struggle with?

16 MR. GENNACO: I think the part of the process
17 that I would most enjoy is actually doing the work, and
18 also getting to synthesize all the information that the
19 Commission is going to be bringing in as through its public
20 hearing and through its other outreach. I think that would
21 be the most enjoyable piece and the most fascinating piece.

22 The thing that I think may end up being, I'm not
23 saying frustrating, but some difficult choices need to be
24 made, is the recognition that there is a due date, and that
25 the resources are finite, and that there's a lot of work to

1 be done. And so some hard choices are going to be made
2 about how can you be most effective in recognition of both
3 of those immutable characteristics and still get a good
4 product.

5 VICE CHAIR COE: Thank you, sir.

6 Mr. Chair.

7 CHAIR BELNAP: Over to Ms. Dickison.

8 PANEL MEMBER DICKISON: One of the things I've
9 heard you talk about was, all the various areas where
10 you've done work, and having to get -- getting into those
11 communities and learning about them. Can you talk about
12 some of the methods you use to learn about those
13 communities -- thank you. Did you hear me okay?

14 MR. GENNACO: I did. I did.

15 PANEL MEMBER DICKISON: Okay.

16 MR. GENNACO: It has to be, I think, a grass
17 roots approach, and also taking advantage of social media
18 mechanisms. I'm a -- I have seen entrees into communities
19 that were relatively mechanistic, and by that I mean, the
20 same people end up getting talked to only because they are
21 on this, you know, list of community activists or
22 representing interests. And I'm not suggesting that they
23 shouldn't continue to be talked to, but I'm suggesting
24 that, particularly in the work that I do, and I think the
25 work the Commission will be doing, that it's important to

1 get an even deeper dive into other people who may not find
2 it as easy to find themselves behind a microphone, right?
3 That may not be comfortable imparting their views,
4 perspectives in a public setting like this. And to devise
5 ways in which those voices can be heard effectively I think
6 takes a little more creativity, and sometimes a little more
7 work. But what I have learned is that that is really
8 important to do.

9 We did a top-to-bottom review of a larger city,
10 and when we started to do our public outreach, we got from
11 the city and from the police department a list of
12 individuals who needed to be talked to, and were talked to,
13 and provided very valuable information. But then we also
14 did our own outreach and started talking to people who
15 represented the homeless community, including the homeless
16 themselves. People who represented individuals who were
17 not as interested in working through the traditional
18 channels to impart their views. Police abolitionists, all
19 kinds of things that if you look hard enough you can find,
20 but it does require more effort.

21 PANEL MEMBER DICKISON: So you've spent some time
22 in L.A. Can you describe any communities of interest
23 you're aware of in L.A., and what binds those communities
24 together?

25 MR. GENNACO: Sure. As a result of the work that

1 -- a particular case I had, it was a hate crimes case in
2 which a postal carrier of Filipino-American descent was
3 killed by a member of the Aryan Nations. I got to know the
4 family and I got to know that community because hate
5 crimes, in addition to impacting obviously the immediate
6 family, they have a huge impact on that whole community.
7 And so the Asian-Pacific American community in Los Angeles
8 was really torn apart by that case.

9 And so as a result I got to know individuals and
10 that community, and we did a number of community fora about
11 that case in an effort to really allow people to talk about
12 how that one event turned their world upside down for at
13 least a while, particularly while the perpetrator was at
14 large. And so, I'm aware, you know, I'm aware of that
15 community.

16 I'm also aware that back in 2010 there was some
17 controversy, if you will, about the way in which that
18 community may or may not have gotten split up. And I know
19 that, you know, I know that there is still some issues with
20 regard to that. And it's no criticism about what happened
21 in 2010, I just know that there is some concern about how
22 those lines were drawn by that community.

23 In that same case, I also got to know the North
24 Valley Jewish community, because not only did this
25 perpetrator shoot and kill a postal carrier, he also shot

1 children at the North Valley Jewish Community Center in the
2 valley. And so that Jewish community also was extremely
3 impacted by that event, and I'm still in touch with all of
4 those victims who are now in the 20's and doing well. But
5 those are just two examples, Ms. Dickinson -- Dickison.

6 PANEL MEMBER DICKISON: So in your response you
7 talked about the lines the 2010 Commission drew. How
8 important will those lines be in determining the next --
9 the lines for the next Commission?

10 MR. GENNACO: I think that they're a, you know,
11 important start. Obviously you need to know what the
12 status quo is before you go to the next process. I do
13 think, also, it will be important for that Commission to
14 learn how it has worked out, how it has played out in the
15 10 years since. I think it will be important to hear from
16 communities of interest about how they think those
17 districtings -- those redistrictings have impacted their
18 ability to be franchised effectively. So I think that's
19 all really important.

20 What I have been told, based on some predictions,
21 is that there's a very good chance that the Census data
22 will come in, and the State of California's going to lose a
23 congressional seat. If that happens, then we have less
24 than a zero-sum game. We're going to have to find a way to
25 redistrict in a way that we won't have the same number of

1 legislators in Congress. And that's going to be a very
2 hard -- if that happens, I hope everyone gets counted
3 effectively in this State so it doesn't happen, but if that
4 happens, that's going to be a tremendous challenge in my
5 view.

6 PANEL MEMBER DICKISON: So, part of the
7 prioritization of cities, counties, neighborhoods and
8 communities of interest, there isn't one. So how would you
9 rate those when they come in conflict with one another?

10 MR. GENNACO: One thing about this task that I
11 find so fascinating is, it's not like algebra where there's
12 an answer. There's lots of answers. So -- and as a
13 result, there will end up necessarily being some
14 qualitative, not -- in addition to the quantitative
15 decisions, some qualitative decisions that are going to
16 have to be made and some hard choices. And the
17 Commission's going to have to rely on data to a large
18 degree, but also other input, and a sense of fairness, to
19 ensure that to the degree possible, the best result can be
20 achieved by that Commission.

21 The other thing that I think would be helpful for
22 the Commission is to learn the road that that pioneer
23 Commission took, and hear from those interested in talking
24 to the new Commissioners, so that we're not -- not that
25 there were mistakes made, but I'm sure that that kind of

1 input would be seriously helpful to the new group.

2 PANEL MEMBER DICKISON: If you're selected as one
3 of the first eight Commissioners, could you describe how
4 you would determine what qualities and qualifications you
5 would look for in the remaining six?

6 MR. GENNACO: Ms. Dickison, the Panel would be my
7 first reference, and some of the decision making that you
8 all have done in your vetting process, and appreciate you
9 all taking the time to do that. But I think that based on
10 my review of the work that's gone before, I found it to be
11 a fair and collaborative process, and I would -- I wouldn't
12 take it necessarily, you know, push that into the same
13 process, but I certainly would take some of the thoughts
14 and ways in which you have done this, and applied that to
15 the degree that it's applicable in this new process.

16 And then I would also, of course, look at the
17 task and see, again, what the objectives are. And to
18 ensure that the composition of that Panel, the remaining
19 six, would be consistent with the expectations that the
20 voters came forward with and what the regulations devised
21 in the subsequent years.

22 PANEL MEMBER DICKISON: All right. I have one
23 more question. You were talking about your professional
24 commitments. How would you balance those professional
25 commitments and the responsibilities of the Commission if

1 you were selected?

2 MR. GENNACO: You know what they say, they say,
3 if you really want good work done, give it to a busy
4 person. That's what some people say. I'm not going to
5 hide the fact that I have, you know, continue to be engaged
6 in this work and work very hard at my work because it's a
7 passion of mine, and I'm not going to give it up. But I
8 have been successful in balancing, you know, that work.
9 These projects come in seriatim, and so there are times in
10 which I've had to turn work down. But I've been able to
11 balance it and to stay, you know, stay afloat with regard
12 to my responsibilities. There are some advantages, Ms.
13 Dickison, to the work I do. One is that I have a lot of
14 flexibility. I don't have to be at an office on a
15 particular day. There are some commitments with counsel
16 every now and then, once a month I'm in Davis, and once a
17 month I'm in Anaheim, but those are not frequent, and I
18 have very good colleagues who I trust, who can do the work
19 that I do, and do the work that I do, and I have full faith
20 that if my Commission responsibilities need to take me to
21 Humboldt County, I'm going to Humboldt County.

22 PANEL MEMBER DICKISON: Okay. I don't have any
23 further questions.

24 CHAIR BELNAP: Okay. So we'll turn the time over
25 to Mr. Dawson.

1 MR. DAWSON: Thank you, Mr. Chair. I have a few
2 follow-up questions.

3 THE COURT RECORDER: Your microphone, sir.

4 MR. DAWSON: I'm sorry.

5 Mr. Gennaco, are you -- in your application, and
6 also one of you responses to the questions, you talked
7 about recognition of inherent bias. What are your biases?

8 MR. GENNACO: I believe that my life experience
9 is such that I recognize that -- and I've actually gone
10 through some testing, because the inputs of bias training
11 is exactly that, is to come to recognition of your own
12 bias. And that there, you know, there are times in which I
13 may not react the same to every person of color. My fear
14 level may go up depending on that because of my lack of
15 familiarity with certain cultures, because I didn't grow up
16 with them. I think that it has all been diluted as a
17 result of, one, recognition of that, Mr. Dawson, and also
18 the way to eliminate or dilute inherent bias is by
19 engagement. And so all of my civil rights career I've
20 worked against my earlier upbringing, and used that
21 engagement to dilute what I -- to eliminate any bias that I
22 may retain.

23 MR. DAWSON: Thank you. And then to follow-up on
24 that, you talked about guarding against it in -- guarding
25 against your implicit biases affecting your decisions.

1 Walk me through what you can do? What are the nuts and
2 bolts things that you can do to protect against that?

3 MR. GENNACO: Well, again, I again think, and I
4 would actually suggest, even if this is the end of the road
5 for me, I would suggest really hard that the Commission be
6 trained on inherent bias and implicit bias. Because I
7 think that's the first part, is to have that training and
8 that understanding that we all bring biases with us, and
9 there's no getting around it. And those who deny it I
10 think are the hardest people to ameliorate or remediate.
11 That being said, there are strategies that can be used.
12 One is through familiarity engagement. But I do think that
13 one protection against bias is a solid process. And as I
14 said I think in my earlier remarks, making sure that
15 decisions are based on evidence.

16 MR. DAWSON: The Panel has received some public
17 comment. Looking at the numbers of the Applicants that
18 remain, the Commission is intended to be reflective of
19 California's diverse demographics and geography. And the
20 intent is to create a Commission that has a wide variety of
21 perspectives. Los Angeles County and the legal profession
22 are not underrepresented in the Applicant pool. How do you
23 respond to that?

24 MR. GENNACO: Los Angeles County is a big dog,
25 but, you know, I recognize that. I would tell you that

1 while I do have a law degree, and I still have my Bar
2 license, I consider myself a reformed attorney, as opposed
3 to an attorney, and I haven't practiced law in any real
4 sense since 2001. So, I've got that J.D., and that there's
5 no getting around it, and I continue to contribute my dues.
6 But my analytical skills are still with me, and I find
7 those to be important in the work that I do. And I
8 understand how L.A. can dominate the State, simply because
9 of its huge population and engagement, you know.

10 I have to say this. One thing that I do think I
11 think is important for any Commission to be thinking about
12 as they move forward. And that is this, you know,
13 discontent by smaller communities who feel that they have
14 been a little disenfranchised by the big dogs of Northern
15 and Southern California and the coastal communities. I
16 think, you know, that is one of the reasons why, you know,
17 there has been, you know, initiatives to try and split this
18 darn State up. And I don't think they're going anywhere,
19 but I do think that that sentiment is a legitimate
20 sentiment to some degree and -- not the idea of breaking it
21 up, but just what's behind it, and should be valued and
22 thought about by Commissioners as they start going up and
23 down the State.

24 MR. DAWSON: You mentioned your analytical
25 skills, and I've -- you mentioned in your essay, when you

1 worked as a voting rights attorney, you analyzed voting
2 districts to determine whether they diluted the voting --

3 MS. MOLINO: Five minutes.

4 MR. DAWSON: -- communities of color. How
5 exactly did you do that?

6 MR. GENNACO: One way -- there are several ways.
7 One is whether there are structural barriers or impediments
8 to the right to vote. So that could be through poll tax,
9 which has been, fortunately, outlawed in the Country.
10 Different registration requirements, voter I.D., polling
11 places that are inaccessible to certain communities of
12 interest. So those are the structural barriers.

13 And then there's, as I said earlier, the sort of
14 more difficultly ascertainable variables, which is drawing
15 the districts in a way in which a community of interest is
16 split into three or four or more districts, so that they
17 will never achieve a situation in which they will be able
18 to effectively vote the person of their choice.

19 MR. DAWSON: You talked about your -- when during
20 your work in the voting rights section, Section 5
21 preclearance has gone away.

22 MR. GENNACO: Yeah.

23 MR. DAWSON: But, obviously, Yuba, Kings,
24 Monterey, other parts of the State, those conditions can
25 still apply. How does that inform -- or will that inform

1 your work as a Commissioner?

2 MR. GENNACO: It will inform my work in the sense
3 that even ahead of communities of interest, as I look at
4 the regulations and the initiative, compliance with the
5 Voting Rights Act is actually above protecting communities
6 of interest as defined by the regs. So, that's essential.
7 And I do know that the Commission spent a lot of time, the
8 earlier Commission, talking to experts on the Voting Rights
9 Act, people who were probably more familiar with it than I
10 am, since I left it a while ago, and I think that -- but I
11 think that kind of presentation and education's going to be
12 critical as this Commission moves forward.

13 MR. DAWSON: Okay. I have one more question.
14 The previous Commission, and I assume that the new
15 Commission will as well, undertook a series of meetings up
16 and down the State, all the way from the Mexican border to
17 the Oregon border, finding out about communities of
18 interest and about the State. What is it about California
19 that you don't know that you would like to know?

20 MR. GENNACO: There's a whole lot I don't know
21 about California. You know, I didn't go to high school
22 here, so I never took California history. But I've learned
23 a lot as a result of the work that I've done in the
24 communities I've been able to interact with. But I do
25 think that that's one of the reasons I'm so interested, is

1 because I do -- I don't have all the answers, and I do see
2 this enterprise as an learning exercise for me. I wouldn't
3 be -- applied if I didn't think that I was going to learn a
4 lot as a result of this experience. And I think that
5 learning will help guide whatever eventual decisions I
6 would make as a Commissioner, and that's why I welcome the
7 opportunity to serve.

8 MR. DAWSON: We have 23 minutes remaining in the
9 time. Are there any follow-up questions from the Panel
10 Members?

11 VICE CHAIR COE: I did have one. I was going to
12 ask this, but I felt like we were running out of time
13 earlier. The -- one of your responses earlier talked about
14 hand-drawn maps during your time with -- was it the
15 Department of Justice, I mean, the Voting Rights section?
16 Could you tell us a little bit about that, was that
17 district maps that you guys were drawing, and for what
18 purpose in that office were you doing that?

19 MR. GENNACO: It was literally going on, and, you
20 know, getting these enlarged copies of counties, I can
21 remember distinctly Sunflower County, Mississippi. They
22 hadn't had an African-American elected since reconstruction
23 to their County Government. And so -- and they had 65-
24 percent voting age population African-American.

25 How does that work? And the way it works is,

1 they divided up communities of interest in a way in which
2 African-Americans were disenfranchised, put all kinds of
3 impediments on their way in which they voted and all that.
4 They were essentially living in the 50's. But we didn't
5 have computers in those days, the computers that could do
6 the analysis that is now being done by experts. And so we
7 actually had to take Census data, and by Census district
8 put in the percentages in each of the districts as we
9 figured out, tried to figure out whether this river should
10 be the dividing between the district, or whether, you know,
11 the district could move over this way, and come up with a
12 plan for the court to consider as an alternative plan to
13 the one that was devised by the County Commissioners, who
14 were also hand drawing maps. So, my only point to the
15 hand-drawn pieces, we have a whole lot more technology that
16 we -- and computer-aided assistance that didn't exist when
17 I was doing this work.

18 And so, up and down the State of California, Mr.
19 Dawson, I just wanted to also add on to that, because I had
20 a thought then I lost it. One thing that I would, if I
21 were Commissioner, that I would think about is maybe
22 reinventing the outreach in a way in which, while I think
23 that physical interaction's important, in 2010 there wasn't
24 anywhere near the degree of social media opportunities for
25 input, on-line involvement, real-time involvement from

1 afar, from bedrooms and, you know, far-flung places that
2 exist today. So I would hope that would be an important
3 component.

4 VICE CHAIR COE: Just to follow-up, so I
5 understand. That you guys would make, these maps that you
6 make would be suggestions to a court in response to some
7 type of concern or allegation --

8 MR. GENNACO: Yeah.

9 VICE CHAIR COE: -- based on your own analysis,
10 is that what those maps would be drawn for?

11 MR. GENNACO: Sometimes. And it wasn't just
12 attorneys doing it, we did have cartographers that were
13 assisting us. But we would be working with them to try and
14 figure out what the solution was. So, in the case that I'm
15 talking about, the judge actually said, well, if you don't
16 like this plan, you know, come up with a plan by next week
17 that makes more sense. So we were busy writing a new plan.

18 VICE CHAIR COE: Okay.

19 MR. GENNACO: Which got accepted, by the way.

20 VICE CHAIR COE: Thank you.

21 Mr. Chair.

22 CHAIR BELNAP: Ms. Dickison?

23 PANEL MEMBER DICKISON: I have no further
24 questions.

25 CHAIR BELNAP: And I don't have any further

1 questions.

2 MR. DAWSON: We have 19 minutes remaining, Mr.
3 Gennaco, if you'd like to make a closing.

4 MR. GENNACO: Nineteen minutes closing? I'm not
5 going to do that.

6 MR. DAWSON: It's your time.

7 MR. GENNACO: I could, but I'm not going to do
8 that. What I am going to say -- the reason I'm not going
9 to do that one is because I value your time, and I don't
10 want to repeat myself.

11 The second reason is because I do think that, in
12 large part, because of the interactivity that we've had a
13 chance to engage in this morning, I believe that you now
14 have a much better picture of who I am and what qualities I
15 could bring to the Commission.

16 The only thing that I would, because it can't be
17 underemphasized, the only other thing that I would say as I
18 wrap up is, I think, is how important I think this
19 responsibility is to our future. It's dismaying as a
20 former voting section -- as a current individual who's
21 devoting my whole time to civil rights, to see how the
22 integrity of the voting process, the trust that individuals
23 have in the voting process, the intrusion -- we can't even
24 agree on this, but the -- most believe the intrusion by
25 foreign entities on trying to corrupt the process, I think

1 all of those I think have put our voting and the
2 cornerstone of our democracy at some risk. But I think
3 that as the Commission moves forward and does what it's
4 been asked to do by the people who didn't trust the
5 legislators, how critical it is that the right
6 Commissioners be chosen to do this work, and to ensure that
7 when those lines come out next year, that there be trust in
8 the actual process and confidence that decisions were made
9 based on common sense judgment data and free of bias. And,
10 therefore, to the degree I can contribute to that process,
11 I'd be overjoyed if things worked out and I were selected.
12 Thank you for your time.

13 CHAIR BELNAP: Thank you.

14 Okay. We're going to go into recess right now.
15 We're going to come back at 10:44. I guess the next
16 interview is at 10:45, so a few minutes before 10:45.

17 MR. GENNACO: Thank you very much for your time.
18 Appreciate it.

19 (Off the record at 10:16 a.m.)

20 (Back on the record at 10:44 a.m.)

21 CHAIR BELNAP: Okay. We'll come back out of
22 recess. I want to welcome Manuela Cerruti.

23 Mr. Dawson, if you'll start the questions and
24 start the clock.

25 MR. DAWSON: Thank you, Ms. Cerruti. Thank you

1 for being here. I'm going to ask you a series of five
2 questions that we've asked each Applicant. First question,
3 what skills and attributes should all Commissioners
4 possess? What skills or competencies should the Commission
5 possess collectively? Of the skills, attributes and
6 competencies that each Commissioner should possess, which
7 do you possess? In summary, how will you contribute to the
8 success of the Commission?

9 MS. CERRUTI: Thank you, and thank you for having
10 me here. Well, ability to be impartial, ability to
11 understand that we live in a very, very large state with a
12 lot of influence in the country and in the world. And it's
13 very, very important to understand that as part of that
14 large State, there is a lot geographic diversity, and
15 demographic diversity as well, and it's very important to
16 have familiarity or experience with all of the relevant
17 analytical skills. It's important to be able to not be
18 intimidated by technical information of all sorts. It's
19 very important to be able to hear and understand and
20 evaluate information. Very important to be able to
21 distinguish the differences between people's opinions of
22 what redistricting means versus the legal requirements of
23 what redistricting is. Important to be able to solve
24 complex problems. And it is also extremely important to be
25 able to create a consensus among all of the Commissioners.

1 To be able to present to the public, to the State and to
2 all interested parties, a legally and factually defensible
3 rationale for whatever redistricting, redistricting results
4 that the Commission comes up with.

5 What do I have experience with? I have least
6 amount of experience doing GIS stuff. I'm familiar with
7 it, but not huge hands on. Everything else I really have
8 had experience. With dealing with extremely complex, and
9 sometimes apparently irreconcilable issues, that have to be
10 reconciled by virtue of my work. I've have been very
11 experienced dealing with very, very detailed communications
12 information by way of my translating career.

13 Managed -- one time, one of my finance directors
14 in the non-profit field said, you know, your -- if you --
15 if this were a business and work, you would be managing a
16 \$35,000,000 business. And I went, okay. It was something
17 like 7,000 line items across 50 public sector contracts
18 with a lot of allocations, processes that I handled, a lot
19 of HR issues, a lot of legal issues, contractual issues,
20 all of those. So, I think all of that has shaped my view
21 of how I would be able to take information that is
22 presented as part of the redistricting process, and be able
23 to put it in some organized way.

24 How would I contribute to the success is really
25 by listening to the public, by working with the

1 Commissioners, and by really paying attention to all of the
2 relevant expert advice, because it would not be correct to
3 think that any one of us has 100-percent knowledge of 100-
4 percent of everything that's needed to know.

5 MR. DAWSON: Thank you. Question two, work on
6 the Commission requires members of different political
7 backgrounds to work together. Since the 2010 Commission
8 was selected and formed, the American political
9 conversation has become increasingly polarized, whether in
10 the press, on social media, and even in our own families.
11 What characteristics do you possess, and what
12 characteristics should your fellow Commissioners possess
13 that will protect against hyperpartisanship? What will you
14 do to ensure that the work of the Commission is seen -- is
15 not seen as polarized or hyperpartisan, and to avoid
16 perceptions of political bias and conflict?

17 MS. CERRUTI: I have friends and people that I
18 speak to from one end of the political spectrum to the
19 other, and I have managed to be able to speak to all of
20 them. Increasingly, what I hear is discomfort with the
21 level of polarization that we are experiencing. But in
22 order to really -- but I'm very aware of how much that
23 exists. I think that one of the -- the most critical skill
24 and attribute that all of the Commissioners must have is an
25 ability to listen quietly without inserting their own

1 opinions, having a tremendous level of respect for somebody
2 else's opinion. Wherever any one of us might think that
3 opinion arises from, sometimes when you listen to the --
4 listen carefully to the words and listen carefully to the
5 intention behind the words, and when you hear the intention
6 behind the words, sometimes that opens up the door to
7 greater understanding of where people are coming from, and
8 then you can bring in their perspective into the decision-
9 making process.

10 So, what would I do? Listen carefully. Listen
11 carefully, and then really discuss with fellow
12 Commissioners why they think -- what did they hear when
13 they listened to people? When they read the laws, when
14 they read opinions, what do they hear? And just as a
15 person might have experience hearing these from the public
16 or from your friends or from your family, also to bring
17 those skills into discussing with the Commissioners, to be
18 able to, again, come to a reasonable and legally defensible
19 consensus.

20 MR. DAWSON: Question three. What is the greatest
21 problem the Commission could encounter, and what actions
22 would you take to avoid or respond to this problem?

23 MS. CERRUTI: Okay. This answer has four parts
24 that are actually part of, I think, pretty much the same
25 issue. One is, there was a report in 2011 about the

1 insertion of political operatives presenting their opinions
2 or cases to the Commission as though they were residents.
3 And maybe some of them were residents, and some of them
4 were political operatives. And so that, I think, is an
5 important issue to be looked at.

6 Another issue to be looked at is, members of the
7 public who might be informed through social media or other
8 types of conversations that might have an opinion which may
9 or may not -- we don't know what it might be based on in
10 that opinion. And that is a really, that's kind of a
11 delicate one, because if -- you can't have eye rolling, you
12 can't have looking at your cell phone, you can't have any
13 of that because if that person does not believe that you
14 are listening to her or him, and really hearing what
15 they're saying and why, you can have really a very unhappy
16 electorate. To the other side of that, is that sometimes,
17 as I know from speaking to people, is that sometimes people
18 say, we're not even going to participate because the whole
19 system is rigged anyway. So that is a problem.

20 And the fourth aspect of that is something that I
21 have actually experienced in working with teams in long-
22 term and complex projects, that there comes a time in every
23 team that somebody on the team says, I give up, whatever
24 you want. And then, fortunately, the whole team -- that
25 doesn't happen in the whole team all at the same time. So

1 how to deal with these? With the people that might be
2 political operatives, is simply to bring it up to the
3 relevant experts who might know more than we do, and check
4 that out, but also see if we can figure out, is this their
5 personal opinion or, you know, politically driven by -- as
6 a political operative.

7 For the people who might be influenced by social
8 media is really to listen for the people who say, I don't
9 want to participate, is to make it welcoming and
10 encouraging to participate. And for those days when a
11 Commissioner will say, is just to encourage to keep going.
12 We will all get there and we all get through it, and we all
13 do the job.

14 MR. DAWSON: If you are selected you will be one
15 of 14 members of the Commission which is charged with
16 working together to create maps of the new districts.
17 Please describe a situation where you had to work
18 collaboratively with others on a project to achieve a
19 common goal. Tell us the goal of the project, what your
20 role in the group was, and how the group worked through any
21 conflicts that arose. What lessons would you take from
22 this group experience to the Commission, if selected?

23 MS. CERRUTI: This is going to be my longest
24 answer. Because it's actually not -- it was a time event
25 with different aspects leading into it. It was a time in

1 my work in the non-profit field, where at the same time our
2 non-profit had a number of domestic violence shelters,
3 shelters for runaway and homeless youth, non-residential
4 services for low-income residents who needed assistance.
5 And we were looking at our -- in our domestic violence
6 shelters looking at our usage of the beds. And we found
7 that there were times when, there were times when our
8 emergency shelter might -- one of the emergency shelters
9 might be full, but the transitional shelters had beds, and
10 we could have really served the emergency shelter clients
11 if that had been.

12 So, project number one was to create a blended
13 program. This was -- had not been done to my knowledge in
14 California. It was extremely complex to do because of
15 funding source requirements that had funding source
16 limitations and definitions of what it meant to be an
17 emergency shelter and/or a transitional shelter. So it had
18 that. It had -- in this time I was working with 125 staff.
19 I was working with contract monitors, with board members,
20 with CPA's, with attorney's. How do we get this done and
21 accomplished in something that basically had not been done
22 before? So that was, that was -- it wasn't a problem, it
23 was challenge number one.

24 At around the same time our agency received a
25 multi-million-dollar grant from the Department of Labor to

1 serve battered women, with very, very specific
2 requirements. Some of those requirements did actually
3 require a complete shift in -- not a complete shift, but an
4 upscaling of the types of work that we did in the agency,
5 to be able to comply with fiscal, HR, administrative
6 requirements, contractual requirements, added to the
7 problem that we had been planning this, but then when it
8 finally came through, it -- this was a Department of Labor
9 Welfare-to-Work Grant, but CalWorks had not been fully
10 implemented in California at the time. So we had
11 to, you know, hit the ground running, implementing a
12 program in the State of California, when the State of
13 California did not have full regulations in place. And so
14 how did we manage that? Same number of staff, same number
15 of, you know, same number of consultants and CPA's,
16 monitors and all of that.

17 Come to the third thing. At about the same time
18 that we had several grants from housing, Federal Housing
19 and Urban Development, and their monitoring office had been
20 in San Francisco, and they had not monitored in the
21 Southern California area. For a long time they decided to
22 come down, move their office to Southern California, and
23 monitor county offices, non-profits, anybody who had any
24 HUD funding. The result of this was that they had, they
25 called in the Inspector General to many, many, many offices

1 and departments and non-profits, including ours.

2 So, here we were trying to solidify the blended
3 emergency transitional program, where I had to work with
4 funding sources to explain to them what this was and how
5 this was going to work, moving forward the Department of
6 Labor project, moving forward -- and there were days when I
7 had Department of Labor monitor in one office and the HUD
8 Inspector General in the other office, and managing all of
9 that, and that was only one part of the work that I did for
10 that. And -- okay.

11 So how did all those work out? We got the
12 blended program done, approved, ongoing. Department of
13 Labor, no problems with all of the upgrades, even when we
14 were discussing with -- at one time we had a meeting with
15 the City of Los Angeles Financial Management District
16 because they had questions. And we went, and I said, look,
17 Department of Labor is supervising this, and this person is
18 our monitor. And they said if you're -- if she's satisfied
19 with your work, we're satisfied with your work. So that
20 was clear.

21 The HUD Inspector General, at the end of several
22 months of -- it felt like several months, of review of
23 every single document, the person in charge wrote us a
24 letter, that in 25 years he had written two letters
25 clearing an agency of everything, and ours was the second

1 one. So all of these were going on all at the same time,
2 and come to happen that we had established a very, very
3 wonderful program, a transitional youth shelter. It had
4 been running for about three years. And there was,
5 essentially, after a couple of years of really working hard
6 and trying and moving on to the third year of this, it was
7 impossible to keep it funding because this was Federal HHS,
8 Health and Human Services funding, that -- and they had a
9 particular type of definition of which the population was
10 for transitional youth, and it was very, very specific.
11 And it conflicted 100-percent with what the State of
12 California Community Care Licensing Division established
13 for community homes. And there was just no way to get
14 around it.

15 So my task at that time was to finalize all of
16 that, to get that going, and just about at that point
17 Congress did not reauthorize the Department of Labor, the
18 Welfare-to-Work Grant for anybody nationwide. Ours -- I'm
19 not sure if I mentioned, ours was one of six nationwide to
20 be -- that Department of Labor grant was one of six
21 nationwide to be funded in the entire country for domestic
22 violence victims. And it was my job then to see how could
23 we cut out more than \$1,000,000 out of our budget with the
24 least possible disruption. And we were able to, we were
25 able to manage to keep some of the Department of Labor,

1 because we had funding for that, not all of it. I had to
2 close down the transitional youth shelter because there was
3 no funding. And I see by your face my time is almost up,
4 and I want to --

5 MR. DAWSON: I want to be able to get to the
6 final question, so that the --

7 MS. CERRUTI: I will --

8 MR. DAWSON: -- each of the Panel Members has the
9 opportunity -- yeah.

10 MS. CERRUTI: This is just one more thing. The
11 really incredible thing is that in this entire transition,
12 when we were closing down part of Department of Labor, part
13 of Runaway and Homeless, transitional youth program, nobody
14 left. Staff did not leave. I think one person got another
15 job before it, before it fully closed down. Everybody --
16 and that is a sign of really good staff morale that is
17 there, and that is a sign of the benefit of working
18 together as a team, and listening respectfully to
19 everybody's perspectives, point of view, and staying really
20 focused on what the task was. That was my longest answer.

21 MR. DAWSON: Question five. A considerable
22 amount of the Commission's work will involve meeting with
23 people from all over California who come from very
24 different backgrounds and a wide variety of perspectives.
25 If you were selected as a Commissioner, what skills and

1 attributes will make you effective at interacting with
2 people from different backgrounds and who have a variety of
3 perspectives? What experiences have you had that will help
4 you be effective at understanding and appreciating people
5 and communities of different backgrounds, and who have a
6 variety of perspectives?

7 MS. CERRUTI: I'm good at listening. I'm good at
8 listening, I'm good at distilling intentions behind words.
9 I'm good at staying focused on what the task is. I'm
10 patient with people. I have -- it's important to have some
11 knowledge of history. So if you are talking to a
12 Vietnamese population, it's important to remember 1974. If
13 you're talking to Iranian communities in West L.A. or
14 wherever, important to hear -- remember 1979. I have
15 worked on quite a few commissions.

16 I was on the Los Angeles Homeless Services
17 Authority Advisory Board, as a representative of my
18 employer. I've been on the Domestic Violence Task Force,
19 Domestic Violence Council. Statewide, California Alliance
20 Against Domestic Violence, that subsequently became
21 California Partnership to End Domestic Violence. And have
22 spoken to politicians, have given testimony in Sacramento
23 regarding these issues.

24 And what I really learned was this. That when
25 you are working with people in commissions for -- or just

1 among people in general, there are times when we might be
2 sitting at opposite ends of the table. We have different
3 goals to accomplish, but that doesn't mean that we have to
4 be adversarial. We can still be friendly, because tomorrow
5 we will be on the same side of the table. And so we just -
6 - and so, I've had -- the experience that has shaped me are
7 people that can be arguing on behalf of a particular client
8 population versus what I am advocating for, and at the end
9 of the day we come together.

10 MR. DAWSON: Thank you. Each of the Panel
11 Members will now have 20 minutes each to ask questions.

12 Mr. Chair, your 20 minutes.

13 CHAIR BELNAP: Okay. Thank you.

14 Thank you for being here. I appreciate the
15 travel it took to get here and the time you've taken
16 through this process. So some of your history. You have a
17 Bachelor's in the classics from New York University, and
18 you have a Master's in Islamic Studies. As you were
19 picking your undergraduate major and Master's Program, what
20 drew you to these subjects, and what were you envisioning
21 in terms of career options?

22 MS. CERRUTI: What drew me was a love for the
23 subject matter. I do have to admit that I was a college
24 senior before I realized I was supposed to get a job after
25 college. So -- and it turned out that I was

1 extraordinarily fortunate in my early employment to get
2 some really, what I would call really baseline skill sets,
3 including secretarial work, including dealing with the
4 public. And one day I was, I was just working temp in fact
5 in a legal office, and they offered me a job, and I said,
6 wasn't interested in that. Thank you very much. And that
7 actually led to the beginning of my translating career.

8 Where I ended up at the beginning making every mistake in
9 the book, and ended up being a very successful translator.

10 CHAIR BELNAP: Yeah, I do have a few questions
11 about that, but first I want to ask --

12 MS. CERRUTI: Okay.

13 CHAIR BELNAP: -- how did you end up benefitting
14 from the education you obtained?

15 MS. CERRUTI: It taught me how to think. It
16 taught me how to analyze information. It taught me how to
17 be able to sort out and prioritize what was critical, and I
18 recall a professor who once told me, just because something
19 looks similar to something doesn't mean it has -- arises
20 out of the same reasons, and it doesn't mean that it means
21 the same thing or has the same outcomes. So just because
22 something looks like something else doesn't mean it's the
23 same thing, and that really helped me a lot.

24 CHAIR BELNAP: Yeah. So as you mentioned, you were a
25 professional translator for over 20 years. That

1 experience, what affect did it have on you? What did you
2 learn from it?

3 MS. CERRUTI: That was truly, truly fabulous.
4 What it taught me was, it taught me how to be extremely
5 nuanced in my communications, depending on who my target
6 population was, who was going to be reading it, what was
7 the intention of the writer. And sometimes it was, it was
8 really, really, really challenging. You get there.

9 CHAIR BELNAP: And how often do you still
10 translate?

11 MS. CERRUTI: As a matter of fact, in my new
12 community I have been asked to translate a couple of
13 things, most recently a flyer for the Census, before the
14 State materials came in. I don't do it professionally
15 anymore.

16 CHAIR BELNAP: How proficient do you still feel
17 in translation?

18 MS. CERRUTI: Very. I'm very proficient. In
19 fact, much -- I read a lot, and my reading is multi-
20 lingual.

21 CHAIR BELNAP: Okay. So in your application, and
22 also you talked about it, you said you're familiar with
23 GIS. When and where did you become familiar with that
24 program?

25 MS. CERRUTI: As a matter of fact, I had been

1 aware of it because I have two nephews and a niece, all of
2 which have -- in college, all of whom have discussed GIS
3 with me. But when I saw actually that this was a matter
4 for this Commission, I actually went to Lynda.com and I
5 signed up, which is now part of LinkedIn, and I signed up,
6 and I learned about it. I learned how it works, I learned
7 what the intention is. So I don't have a lot of hands on
8 I've done it experience, but I am familiar about what it's
9 supposed to do and how it's supposed to do it.

10 CHAIR BELNAP: Okay. So in your application you
11 indicate you're from Inyo County. What should
12 Commissioners understand about the dynamics of Inyo County
13 or the region at large?

14 MS. CERRUTI: I've lived in Inyo County for
15 almost three years now. And this is what I, as a resident,
16 the things that I look at and wonder about, and things that
17 people talk to me about. The County is, it's very, very
18 large. It's geographically I think the largest county in
19 the State of California, with a very, very small population
20 in -- with regard to that. And the County is, for some
21 districts, is, moves down to the southern area, and for
22 other districts, it's up toward Tulare and whatever.

23 And my own personal question is, where is the
24 confluence of that? And yet, when I look at who is in the
25 County and what do people do, when we have the farmers, the

1 ranchers, the people working with water issues, all of
2 that, those are issues that, you know, do affect all of
3 those areas that we are part of in our districts. I find
4 it very, very, very interesting to really think through
5 those issues and those processes, because the other part of
6 it is that I've learned is, that there's not that kind of,
7 everybody from a certain area has a certain political
8 perspective. And we are extremely varied in terms of
9 ranging from very conservative to extremely liberal, all in
10 the same, even in the same -- even in my town.

11 CHAIR BELNAP: As you think of Inyo County and
12 that region, are there any communities of interest that
13 you're aware of?

14 MS. CERRUTI: Yes, there are communities of
15 interest. There are communities of interest among the
16 farmers and ranchers. There's a big community of interest
17 with regard to water usage. There is a big, big community
18 interest with regard to tourism, a huge community of
19 interest. There's a pretty significant environmental
20 community of interest. It is a fairly -- it's not
21 necessarily low-income, but there is not a lot of
22 manufacturing or any of those larger influences that we
23 might find in other parts of California.

24 CHAIR BELNAP: And you mentioned that you've been
25 there for three years. So, what other parts of California

1 have you had experience living or working in?

2 MS. CERRUTI: I lived in L.A. for 43 years.
3 Before that, I came from New York.

4 CHAIR BELNAP: So you talked about your time at
5 the Family Crisis Center. And I remember from your
6 application, you indicated that you started as a volunteer,
7 and eventually it rolled into employment. What was your
8 motivation? Why did you start volunteering there, and move
9 into employment with the Family Crisis Center?

10 MS. CERRUTI: I started volunteering there
11 because after a number of years in translating, I felt a
12 little bit stuck. And I found myself personally that when
13 I get stuck, one of the best things to do is volunteer.
14 And so that's what I did. And the last thing I was looking
15 for was a job. I just wanted to get a little bit unstuck,
16 and I ended up with a job that turned out to be -- at
17 times, for a lot of my time, I did both things.
18 Eventually, after I became Director of Development, then
19 Director of Development and Contracts, and then Deputy
20 Director, then I gave up translating because there was no
21 way to be able to manage all of that.

22 CHAIR BELNAP: And what exactly was your role at
23 the Family Crisis Center, your job position and what you
24 did?

25 MS. CERRUTI: I did -- okay. I started off as a

1 volunteer, moved on to administrative assistant. Learned
2 at that time to write grant proposals and do budgets.
3 After a few years I left and went back to translating full-
4 time pretty much, but then got hired back as a consultant,
5 where I actually did grant proposals, reports, whatever
6 writing or whatever needed to be done of that nature.

7 And then in '99 I went back as Director of
8 Development, as in the job in -- like an employee, as
9 opposed to a consultant. I did that through 2006, and 2006
10 when I -- when we had that whole Department of Labor,
11 everything that I moved into, it was really clear to me
12 that my overarching task was to help -- everything crossed
13 my desk, but it was to help move the agency to a position
14 of stability in a time with huge income growth and huge
15 Government supervision increase.

16 And once that was done, I thought, okay, the only
17 way that we are actually going to know if this worked or
18 not is if I step back. And so I did. But before I knew
19 it, I was a consultant again for a few years, and then I
20 really did step back.

21 CHAIR BELNAP: So in question four when you're
22 talking about the example of resolving the funding
23 requirements and also the needs of particular populations,
24 that's when you were Director of Development?

25 MS. CERRUTI: That was when I was Deputy Director

1 -- actually, it transcends all of it. Because when you're
2 writing a proposal you might have, you might have people
3 who want to deal with battered women, sometimes domestic
4 violence victims, men or women, battered women and their
5 children, battered women without their children, people
6 from a particular area or region, that all has to be
7 reconciled in the proposal process and in the contracts'
8 process, and in the reporting process, because every
9 report, every -- if you accomplish the goals of a contract,
10 then you're much more likely to get another one.

11 CHAIR BELNAP: Okay. Thank you.

12 To Mr. Coe, that's the end of my questions. I'll
13 turn the time over to you.

14 VICE CHAIR COE: Thank you, Mr. Belnap.

15 Ms. Cerruti, welcome.

16 MS. CERRUTI: Thank you.

17 VICE CHAIR COE: Thank you for being here today.

18 I wanted to kind of piggyback on a question Mr. Belnap
19 asked about your roles, as it were, at the Family Crisis
20 Center. You talked a little bit about what they were, and
21 I'm curious if you, if you see any parallels from those
22 experiences with the experience that -- or with the work of
23 the Commission, and how you think that your experiences
24 there would help your work on the Commission?

25 MS. CERRUTI: I see parallels in a couple of

1 areas. One is in working with a very diverse staff and a
2 very diverse client base. And some of the things that I
3 was able to do was implement, for example, client advisory
4 groups. So that when we were thinking about implementing a
5 piece of a program or whatever, we would pull together the
6 clients and say, tell us what you think. Tell us how would
7 this help you and people like you? And so that, it really,
8 it really shaped how I'm able to listen to people, and
9 bring in all kinds of opinions in that. It also -- with
10 all of the work, it also shaped my ability to work with
11 people who had their own other agendas.

12 So, as for example, if you have a program
13 monitor, it's really their job to present to -- to get
14 their job accomplished, which is the contracts to be
15 accomplished. It is my job to make sure the clients are
16 properly served, that staff is happy and not walking out,
17 and also that, in effect, we also make the monitor look
18 good. And sometimes those are not quite as straightforward
19 and easy as they might seem to do. So I do see, I see a
20 lot of parallels in those.

21 VICE CHAIR COE: You mentioned that you spent
22 some time as an, in an advisory capacity to Los Angeles
23 Homeless Services Authority.

24 MS. CERRUTI: Uh-huh.

25 VICE CHAIR COE: And a couple years ago, this

1 Office did an audit on that entity. I think all of us in
2 some capacity worked on that. What was your role in that
3 advisory capacity?

4 MS. CERRUTI: It was two separate roles. One was
5 when LASA was first implemented, which was as a result of
6 the lawsuit between the City and the County of L.A., and
7 they decided to form LASA. And I would go in. They would
8 ask me, please come in and give us your opinion about what
9 we are doing, and what we're thinking of setting up and
10 whatever.

11 Eventually they formed what was called the LASA
12 Advisory Committee, and it was our job to sit around a
13 table with people who were homeless, currently homeless,
14 formerly homeless, employees of agencies that were
15 representing populations such as homeless mentally ill or
16 drug-addicted homeless, whatever. And then -- and worked
17 together to help shape LASA's perspectives and activities.
18 That closed down quite a number of years ago. I'm not
19 exactly why they closed it down, but they actually at that
20 time when I was on it, they terminated after a while. So,
21 I have not had that in many, many years. I have not been
22 part of that in many years.

23 VICE CHAIR COE: Are there any experiences or
24 perspectives you think from that, that could help on the
25 Redistricting Commission?

1 MS. CERRUTI: Possibly, possibly. I'm not quite
2 certain, but one of the things that I have seen is that
3 sometimes organizations -- I'm not just talking about LASA,
4 I'm talking many, many organizations, will try a solution
5 to a problem, and then when it doesn't work, they will try
6 another solution to the problem. And then sometimes that
7 may or may not work, and they might go to the original
8 solution to the problem.

9 The issues that agencies are constituted to
10 resolve can be extremely complex, and one of the, I think
11 one of the really, really most important takeaways is there
12 is not one size fits all, and that maybe it is not -- now
13 with limited funds and limited staff, people can only do
14 whatever they do, but it's not this solution or that
15 solution, it could be this solution and that solution both
16 for different populations. We do that with rapid rehousing
17 and other similar issues.

18 VICE CHAIR COE: So, as was mentioned during the
19 earlier questions that were asked by counsel, and Mr.
20 Belnap expanded a little bit, a considerable amount of what
21 the Commissioner's will be meeting with people from all
22 over the State that have very different backgrounds and
23 perspectives, you touched on this a little bit, but I
24 wanted to see if you could expand on it. How do you think
25 that your career and experience as a translator may have

1 prepared you for this important work of the Commission?

2 MS. CERRUTI: I think one of the reasons that we
3 were able to be successful in implementing the complex
4 issue -- the complex projects that we had to implement, is
5 that everybody was able to feel comfortable in making
6 comments. And sometimes a person's comment was not the
7 right one, but that lead somebody else to make another
8 comment and another comment. And so maybe that original
9 not-quite-right comment lead to a correct answer.

10 In working with my career as a translator, in
11 this particular case I think that my strongest skill set is
12 with the Spanish speaking population of California. If my
13 ability to speak Spanish would be able to encourage people
14 to feel comfortable in saying whatever it is that they want
15 to say, without struggling to communicate in ways that
16 might be not so comfortable for them, then that could be a
17 really good way that I might be able to contribute.

18 VICE CHAIR COE: In your essay on appreciation
19 for California's diversity, you mention having traveled
20 throughout California for road trips and for various hiking
21 expeditions. What did these experiences teach you, and the
22 people maybe that you met along the way, what did this
23 teach you about the different regions of the State of
24 California?

25 MS. CERRUTI: It taught me that we're very big,

1 that we're very diverse, and that we can still talk to each
2 other.

3 VICE CHAIR COE: Earlier you were discussing some
4 communities of interest in Inyo County. How would you as a
5 Commissioner suggest going about trying to identify
6 communities of interest throughout the State?

7 MS. CERRUTI: The issue of communities of
8 interest and the definition of communities of interest fits
9 in with a legal structure. And so, I would really review
10 what is the legal structure. Because in some areas -- I
11 mean, I've already spoken a little bit about the, I've
12 already spoken about the community interest -- community of
13 interest issues in Inyo County, but when I think back to my
14 experiences in L.A., I can see multiple types of community
15 of interests in the same place and whatever. So, it would
16 really be to really have a full understanding and expertise
17 in the legal definitions of that. And that is about as far
18 as I can say on that.

19 VICE CHAIR COE: Okay. So being on a
20 commission's a pretty unique role. What things about that
21 role do you think that you would enjoy the most, and which
22 aspects do you think that you might perhaps struggle with?

23 MS. CERRUTI: I think that I -- your question has
24 a few different levels of answers. One is, if this, if
25 this Commission position lands on my desk, I am so happy

1 and willing and able to do it. And because, because I
2 really think that we live in a -- I think we should want a
3 representative for democracy. And in looking at the
4 history of the United States, we see that political
5 partisanship in the electoral process and in the
6 districting process goes back all the way to James Madison
7 and Patrick Henry. So this is part of the history of our
8 country, but that doesn't mean it has to stay the history
9 of our country. Change can happen. And so, I think the
10 thing that makes me the most enthusiastic about it is the
11 ability to participate in creating that change.

12 And what is the least enjoyable? I tend to enjoy
13 challenges. So, if you're throwing a challenge at me, I'll
14 scratch my head and I will also enjoy doing that.

15 VICE CHAIR COE: Thank you.

16 No further questions, Mr. Chair.

17 CHAIR BELNAP: Okay. We'll turn the time over to
18 Ms. Dickison.

19 PANEL MEMBER DICKISON: Hi. Good morning. Thank
20 you.

21 THE COURT RECORDER: Is your microphone on?

22 PANEL MEMBER DICKISON: So one of the things --
23 just following up on Mr. Coe's question. When you're
24 looking at the communities of interest in Inyo and in Los
25 Angeles, what are some of the differences that you see

1 between those two?

2 MS. CERRUTI: Other than the type of community of
3 interest, so whether it's -- whatever it is, as long as
4 it's not political. Because other than the type of
5 political -- community of interest, the truth is, not that
6 much. It's in quantity, but not necessarily in -- it's
7 quantity and type, but not necessarily that human desire to
8 be heard and the importance to be heard, and the importance
9 for all perspectives to be heard.

10 PANEL MEMBER DICKISON: Do you see any
11 differences between the two areas that might drive their
12 preferences for representatives?

13 MS. CERRUTI: Yes, I do. I do. I see -- when I
14 lived in L.A., at one point I think I might have been
15 surprised when one of my local elections completely flipped
16 party representation. And I was surprised I wasn't really
17 that focused on it at the time. I was looking at what my
18 neighbors were telling me about some local issues, and not
19 really fully able to completely reconcile what they were
20 saying versus what they were doing is very, very different.
21 So it was a, it was a little bit fuzzier in L.A.

22 In Inyo County it seems to be a lot clearer.
23 There are the people who do this, the people who do that.
24 There is some overlap, but the overlap is a lot clearer.
25 I'm thinking, in particular, ranching and water usage. I'm

1 thinking, in particular, the tourist matters versus
2 ranching versus water. The issues to me seem a lot clearer
3 in Inyo County.

4 PANEL MEMBER DICKISON: In your application you
5 mention that you were selected to gather other people's
6 thoughts related to updating Presley legislation. What is
7 the Presley legislation? Could you --

8 MS. CERRUTI: Yeah.

9 PANEL MEMBER DICKISON: -- summarize that?

10 MS. CERRUTI: The Presley legislation is commonly
11 known as marriage license funds. And when people get
12 married in the State of California, a part of the marriage
13 license fee goes to fund domestic violence shelters. And
14 that was created by Mr. Presley, I believe, in the 1970's,
15 and then around the early 2000's it was time to update the
16 legislation. And so I think that was part of -- California
17 Partnership to End Domestic Violence was the group at the
18 time, and all of the areas of California that had subgroups
19 of domestic violence agencies got together and we said,
20 this is what we think we would like, and this is what we
21 would not like, whatever, what makes sense, what doesn't
22 make sense. In my group in L.A., I -- then somebody
23 always, who's going to take notes, and I said, I will. And
24 so I did, and came up with a distillation of what everybody
25 had suggested, presented it for approval, did edits and

1 approval, and that got sent to Sacramento for the
2 legislation, and some of our language actually got into the
3 legislation.

4 PANEL MEMBER DICKISON: So, when you were
5 gathering that information, did any of the input differ
6 from your own views in any way?

7 MS. CERRUTI: I recall that there was a lot of
8 very, very spirited discussion about where the legislation
9 should go. Did any of it conflict with or have differences
10 with my views? I presented my views, people presented
11 their views, we distilled it and we pulled it together, so
12 that everybody, everybody got their say on it. And if
13 somebody really -- the group came to consensus is what it
14 was.

15 PANEL MEMBER DICKISON: One of the things you
16 mentioned in your diversity essay is when you were working,
17 I think it was with the Family Crisis Center, you grew to
18 see how clients form different -- from different
19 demographics might respond differently to services, and how
20 to tailor work to help them achieve their goals. Could you
21 kind of expand on how this worked?

22 MS. CERRUTI: Yeah, I can. A lot of it, there's
23 a something called, battered women's syndrome, and that
24 where people who have been in domestic violence situations
25 might be extremely tentative and concerned and frightened

1 and, essentially, paralyzed when they are dealing with
2 somebody who might look like their batterer. And so -- and
3 that can be across any type of demographic, but a lot of
4 what we did was hire the most qualified applicant for the
5 position open, regardless of any demographics, and some of
6 them would, especially the men that we hired, would say, I
7 was a little bit concerned that the women would be afraid
8 to talk to me.

9 And so we did a lot of, we did a lot of
10 conversation, we did training, we did whatever, a lot of
11 support, support with the clients, support with the staff,
12 to help our clients be able to interact in the sheltered
13 environment of a shelter, still be able to interact with
14 people with different demographics, that they would then
15 have to go out and get a job and deal with people that
16 looked like that all the time, at the same time reinforcing
17 their own ability to withstand any future potential for
18 domestic violence involvement.

19 Same thing, by the way, with our youth shelter.
20 Where we had with our youth shelter, we had -- with the
21 short-term shelter, and for the three years with the long-
22 term shelter, I remember one time there's this bring your
23 children to work day, and I invited all of the kids from
24 the shelters to come and talk to me. I spent all day
25 talking to them. And after that, I said, what do you

1 think? And one of them said, I want your job. It's that
2 kind of ability to present, not as an authority figure or a
3 frightening figure or whatever, but to really encourage
4 people to be able to grow in their lives.

5 PANEL MEMBER DICKISON: If you're selected as
6 one of the first eight Commissioners, one of the things
7 that the first eight will do is select the next six. What
8 are some of the qualities you'll be looking for in the next
9 six, or characteristics?

10 MS. CERRUTI: Whatever qualities will strengthen
11 the team to -- so, really, first to see what are the
12 strengths and qualities of the first eight, so that then we
13 can strengthen whatever the next six have, so we can have a
14 strong team.

15 PANEL MEMBER DICKISON: I don't have any others.
16 I don't have any more.

17 CHAIR BELNAP: Okay. Thank you.

18 Mr. Dawson.

19 MR. DAWSON: Yes. Thank you, Mr. Belnap.

20 I have a few follow-up questions. You came out
21 to California to attend UCLA, is that correct?

22 MS. CERRUTI: I did.

23 MR. DAWSON: And then you remained in L.A. County
24 for a long time?

25 MS. CERRUTI: I did. Uh-huh.

1 MR. DAWSON: Can I ask what brought you out to
2 Inyo County?

3 MS. CERRUTI: I loved it there. I love the
4 hiking. The people are really nice. It's an amazing
5 community. What I learned is people in a small community,
6 sometimes it's even closer than family. That you can have
7 very different political opinions, you can have different
8 family opinions, you can have different socio-economic
9 differences and whatever, and then you end up pulling
10 together to get things done.

11 And it's so rewarding and it's actually quite
12 busy there in the work that I, the work that I do. I'm
13 retired, so I'm not employed. But I volunteer at the
14 library, I volunteer at the museum, I've volunteered for
15 several of the non-profits to help with immediate jobs that
16 might needed to have been done. And everybody -- even
17 though everybody doesn't necessarily feel exactly the same
18 way about all issues, you can actually find people there
19 everywhere that will share interests with you that you can
20 discuss, and you can work with them on their issues, and
21 work with other people on their issues. It's really quite
22 an amazing experience.

23 MR. DAWSON: So sort of following up on that, you
24 know, as you probably are aware as anyone, California's an
25 incredibly diverse State, both ethnically, geographically,

1 culturally. What is it, what do urban Californians need to
2 know about small town and rural California?

3 MS. CERRUTI: A lot. A lot. I was recently
4 speaking to somebody, and basically they asked me, you
5 know, what's it like there? And I said, well, you know, I
6 can talk to this person about this, I can talk to that
7 person about that, I can do whatever, and this was
8 somebody, this was somebody from L.A. County who said,
9 well, why did they move there then? And I'm thinking, you
10 know, I have more conversations about diverse topics among
11 my neighbors than often I have with my friends in L.A.
12 County, because my friends I've kind of -- they're my
13 friends from whatever, you know, past history and whatever.
14 These are people that I just walk into there and have whole
15 conversations, and it can be conversations about anything,
16 it could be politics, it could be whatever. Even when I
17 talk to County employees, who I know a lot of, and I might
18 share my experiences with grants and with whatever. It's
19 just -- so what do people need to know? They need to know
20 that places might be small, they might be distant, they
21 might be somewhat isolated, but there is a tremendous
22 amount of observation, intelligence, engagement, civic
23 engagement, you name it. And possibly even more in a small
24 community because there are literally so few people to do
25 so much work, than in a larger community, such as L.A.,

1 where people can just kind of head off into their own, you
2 know, routine activities, and not engage as much. Here, in
3 a small community, you cannot help but engage. You can,
4 actually, but they can do that, too. They're allowed to do
5 that as well.

6 MR. DAWSON: So, I -- it appears to me that you
7 have a unique insight into Spanish speaking Californians in
8 your work as a translator. What insights do you think that
9 this gives you that could inform your work on the
10 Commission that monolingual, English-only Californians
11 might miss?

12 MS. CERRUTI: There is a standard Spanish, and
13 there is also --

14 MS. MOLINO: Five minutes.

15 MS. CERRUTI: -- Spanish that could be spoken
16 among many different communities, whether it's East L.A. or
17 Guatemala or El Salvador or Cuban or whatever, but there is
18 a language that can be mutually understood whatever,
19 whatever the nuances might be. If somebody doesn't really
20 quite understand the nuances of a particular expression or
21 a particular intention or a particular whatever, that
22 because they don't have enough experience with the language
23 to be even aware that these things occur. People might
24 think, well, Spanish is Spanish, and that's the way it is.
25 Or a software program will make distinctions that may or

1 may not be real in terms of language usage.

2 At the very least, I would be able to ask a
3 question to clarify and to be able to, in some sense, work
4 to interpret, with the agreement of the speaker, work to
5 interpret what that person really has been intending to
6 say.

7 MS. MOLINO: You still have around three minutes.

8 MR. DAWSON: Okay.

9 So, you are registered as a no-party-preference
10 voter?

11 MS. CERRUTI: Yes.

12 MR. DAWSON: You're aware that the Commission
13 will consist of Democrats, a certain number of Democrats, a
14 certain number of Republicans and a certain number of folks
15 who are not affiliated with either of the two major
16 parties. Do you think that your status as an no-political
17 preference -- no-party-preference voter, does that give you
18 a freedom or does that give you a constraint in your work
19 on the Commission, should you be selected?

20 MS. CERRUTI: It gives me a freedom. It gives me
21 a freedom to hear both sides without preconception, because
22 I really have a very, very strong belief that if you're on
23 a boat and everybody goes to one side or another, the boat
24 capsizes. It only works if you're in the center.

25 MR. DAWSON: I have nothing further. Are there

1 any follow-ups from the Panel Members?

2 I'll start with you.

3 VICE CHAIR COE: I don't have any follow-up
4 questions.

5 MR. DAWSON: Ms. Dickison?

6 PANEL MEMBER DICKISON: I don't have any follow-
7 up.

8 CHAIR BELNAP: I don't either. Thank you for
9 your time.

10 MS. CERRUTI: Thank you.

11 MR. DAWSON: I'm sorry. We have an opportunity
12 for closing statement, if you'd like to make one.

13 MS. CERRUTI: I would like to. I thank you for
14 the opportunity. And I really wish you all the best of
15 luck in selecting the next group of people, because I can
16 see, I could see that the participants to this level are
17 well qualified, and that you don't necessarily have a very
18 easy, not a very easy path or easy choices to make. So I
19 just want to wish you all the best of luck with that.

20 CHAIR BELNAP: Thank you.

21 PANEL MEMBER DICKISON: Thank you.

22 CHAIR BELNAP: Okay. So our next interview is at
23 1:15, so let's reconvene about 1:14, a few minutes before.
24 And so we'll be into recess through lunch.

25 (Off the record at 11:52 a.m.)

1 (Back on the record at 1:13 p.m.)

2 CHAIR BELNAP: Okay. We're going to come back
3 out of recess, and I want to welcome Elaine Lewis --

4 DR. LEWIS: Thank you.

5 CHAIR BELNAP: -- to interview with us.

6 Mr. Dawson, do you want to start with the
7 standard questions?

8 MR. DAWSON: Yes. Thank you.

9 I'll be asking you five standard questions that
10 we've asked each of the Applicants. Let me begin. One,
11 what skills and attributes should all Commissioners
12 possess? What skills or competencies should the Commission
13 possess collectively? Of the skills, attributes and
14 competencies that each Commissioner should possess, which
15 do you possess? In summary, how will you contribute to the
16 success of the Commission?

17 DR. LEWIS: So the standard skills that everybody
18 on the Commission need to possess is some analytical
19 skills, the ability to look at information, synthesize it,
20 follow-up, check it out, do research. The other thing is
21 to be impartial, and that actually does take some work, and
22 paying attention. And the other one would then be an
23 appreciation for California, I think would be -- it's
24 necessarily a skill, it's a belief or a thought. So people
25 have to clearly have an understanding of California and

1 appreciate the diversity within California.

2 Of the skills and attributes that -- and
3 competencies that each Commissioner should have, they all
4 should have at least those skills, maybe not proficient in
5 each one of those skills, but at least be aware that
6 there's going to be analytics involved, and you need to be
7 able to read it and interpret it or at least understand the
8 interpretation. They all need to be able to understand the
9 diversity and appreciate the diversity of California. That
10 I think is critical. And being impartial, all of them need
11 to be able to be impartial and move forward with the
12 process of drawing lines.

13 What do I bring to it? I have analytical skills.
14 I'm very comfortable with them. I love doing research. I
15 like being able to track down sources, find unique little
16 pieces of information, and then follow-up and make sure
17 that they're a reliable source and they're accurate. So I
18 think I bring that. But I think I also bring a deep
19 appreciation for California. Having lived here all my
20 life, and been to pretty much every area of California, and
21 recognizing the difference from geographic location to
22 geographic location, and the differences even within those
23 geographic locations. I think I have a very good sense of
24 the diversity of California. So I think I bring that.

25 As being -- in terms of being impartial, I mean,

1 I don't want to make it sound like I have all these skills,
2 but I've worked in some environments where being impartial
3 is an absolute must. And I actually enjoy conversations
4 with people that don't think the same way I do. So, I
5 think I bring that to the Commission and can contribute
6 that.

7 MR. DAWSON: Question two. Work on the
8 Commission requires members of different political
9 backgrounds to work together. Since the 2010 Commission
10 was selected and formed, the American political
11 conversation has become increasingly polarized, whether in
12 the press, on social media, and even in our own families.
13 What characteristics do you possess, and what
14 characteristics should your fellow Commissioners possess
15 that will protect against hyperpartisanship? What will you
16 do to ensure that the work of the Commission is not seen as
17 polarized or hyperpartisan, and avoid perceptions of
18 political bias and conflict?

19 DR. LEWIS: I'm going to jump back to question
20 one, because as I sit here, I realize that there was a huge
21 chunk that I left out, and I'd like to do that with your
22 permission.

23 MR. DAWSON: Okay.

24 DR. LEWIS: Communication skills are an absolute
25 must. They have to have good -- the ability to put down

1 information in a written format, and also to be able to
2 communicate both expressively and receptively. They have
3 to be able to listen, they have to be able to understand,
4 and then they have to be able to communicate with a wide
5 variety of people. I think that's a critical skill.

6 So now I'm going to go to two, is that okay?

7 MR. DAWSON: Please.

8 DR. LEWIS: So, in terms of being able to work
9 with diverse people and people who have different thinking
10 than I do, I've had to do that all my life. I don't -- I
11 share a lot of the same thoughts and ideas that a lot of
12 people do, but they sometimes are a little different. But
13 I've learned to be able to communicate with a wide variety
14 of people. And I've learned to be able to not create
15 chaos, but to diffuse situations so that even though people
16 are coming from very distinct and unique backgrounds, we
17 can find common ground. And I think it's the common ground
18 that has to happen.

19 MR. DAWSON: Question --

20 DR. LEWIS: And I think any -- I'm sorry.

21 MR. DAWSON: I'm sorry. Please, continue.

22 DR. LEWIS: I think any time you bring -- first
23 of all, I'm in awe of the Panel. It's an amazing group of
24 people. And I think any time you bring people together
25 with those kinds of skills, there's going to be some

1 probably strongly held beliefs. So it's important to be
2 able to find that common ground to move forward. Thanks.

3 MR. DAWSON: Question three. What is the
4 greatest problem the Commission could encounter, and what
5 actions would you take to avoid or respond to this problem?

6 DR. LEWIS: You know, I've thought a lot about
7 this question, and I thought, well, there could be some
8 legal challenge. Well, there's going to be some legal
9 challenge. Okay. There can be some heated discussions.
10 There's going to be heated discussions, yes. I think
11 losing Panel Members would be the hardest. If somebody
12 decides they're going to take their football and go home.
13 So, from my point of view, working to keep cohesion among
14 the group would be the most important thing. I've also
15 been known as a minimalist, so my answers probably won't be
16 very long.

17 MR. DAWSON: Question four. If -- excuse me. If
18 you are selected, you will be one of 14 members of the
19 Commission, which is charged with working together to
20 create maps of the new districts. Please describe a
21 situation where you had to work collaboratively with others
22 on a project to achieve a common goal. Tell us the goal of
23 the project, what your role in the group was, and how the
24 group worked through any conflicts that arose. What
25 lessons would you take from this group experience to the

1 Commission, if selected?

2 DR. LEWIS: So I'm going to give you a little
3 background of what I've done all my life. I've supported
4 people with developmental disabilities. And rarely in the
5 process of doing that did I enter an environment where
6 people were open to listen to the people I supported. So,
7 I had to lay the groundwork, so that people would
8 understand it was important to listen. So it's the big
9 picture.

10 There were a couple of projects that I did
11 throughout the State of California -- well, yeah, actually.
12 The first one was working with -- as a consultant for ARCA.
13 We went across the State of California as teams educating
14 people about the education and prevention of HIV and AIDS.
15 And we were working with special populations. We were
16 working with people who were hearing impaired, were deaf,
17 blind or visually impaired persons with developmental
18 disabilities and persons with hemophilia.

19 So when we started, those populations were fairly
20 isolated and had almost no information about HIV and AIDS.
21 This is a quick story. One of the individuals that I
22 worked with in the deaf community went to get tested. It
23 turned out he was positive, and when he went to listen to
24 the counselor -- and the results came a month later, so it
25 had to be excruciating, he was positive. He was excited.

1 He thought that was wonderful. He had achieved his goal.
2 He was positive. And that's how little information they
3 had. So we worked with the California State -- the
4 California AIDS Clearinghouse to develop material for the
5 four special populations, so that they could learn about
6 it.

7 So I was just one member of a team, and we
8 traveled across the State of California to anywhere from
9 Imperial Valley to far northern, meeting a lot of people
10 that didn't have a lot of information. But the one that
11 would probably answer this question the most would be on
12 the FEMA Emergency Food and Resource Board. I was the
13 president of that Board in San Diego for about six years.
14 And we were charged with disbursing millions of dollars
15 into the City of San Diego, and we were charged that that
16 commission, that group should be diverse.

17 So there were people from Indian Health Services,
18 there were people who were homeless or recently homeless.
19 There were people from food pantries, small ones, large
20 ones. And we -- although a lot of our work was formulated,
21 it was in legislation, we still had -- we were still
22 charged with looking at each one of the applications, and
23 making a determination about whether or not that -- the
24 group that was applying was meeting the criteria.

25 And from time to time groups did apply that

1 didn't meet the criteria, and so the board had to go
2 forward and deny an application, and that was never
3 pleasant. And it was my job, as the president, to make
4 sure that I was clearly representing the board and not
5 myself. So I would be listening to the input from the
6 other board members, and it was a very diverse group, but
7 it was me that had to be in the front to say, no.

8 So, what I found in doing that was I needed to, I
9 needed to really listen to the people that were telling me
10 why they should be funded. Because if I didn't do that it
11 could get bad. They would feel like they had not been
12 heard or they're discounted. And then I had to find a way
13 to explain to them why, within the regulations, and they
14 didn't qualify, and what the process was that we used to be
15 able to do that. And we were successful in literally
16 bringing millions and millions of dollars over that six-
17 year period of time into the community and funding
18 organizations. And I think we had a fairly good reputation
19 with our fiscal agent, and with the people who were
20 providing the services. So we were able to thoughtfully
21 make decisions, and then defend those decisions.

22 MR. DAWSON: Question five. A considerable
23 amount of the Commission's work will involve meeting with
24 people from all over California who come from very
25 different backgrounds and a wide variety of perspectives.

1 If you are selected as a Commissioner, what skills and
2 attributes will make you effective at interacting with
3 people from different backgrounds and who have a variety of
4 perspectives? What experiences have you had that will help
5 you be effective at understanding and appreciating people
6 and communities of different backgrounds and who have a
7 variety of perspectives?

8 DR. LEWIS: That's where my profession comes in.
9 Working with people with developmental disabilities,
10 developmental disabilities don't discriminate. All races,
11 all ethnicities, all religions, all economic backgrounds.
12 People who are very rich, people who are -- have literally
13 nothing, immigrants that have just moved to the country.
14 So, I interacted with people of varying backgrounds in
15 difficult situations, because no parent wants to say, I
16 can't do what I should do for my child.

17 So, I had to learn to put the family members at
18 ease, so that we could move forward and have a discussion
19 that would benefit their child. And that wasn't always
20 easy because it's fairly emotional. And in some cases
21 parents had struggled with their children for years and
22 years and years, and really didn't want somebody coming
23 along saying, there's another way.

24 So, again, 35 years that's what I did. So I
25 interacted with lots of families, I interacted with lots of

1 regulatory agencies. So I had to wear different hats, move
2 about the community. I felt it was important for me to
3 represent the people I served, so that I was not part of
4 that but representing them, because rarely did they have a
5 seat at the table.

6 So, I also did a lot of training for people who
7 were working in the field, to understand that what we were
8 doing was for the people we served and not for ourselves.
9 Sometimes people get involved in the field so they can be
10 needed, and we really shouldn't be needed. So, supporting
11 individuals with developmental disabilities across the
12 State of California put me in an interesting position,
13 because I needed to be invisible, so that the person I was
14 supporting was the person in the front. They were the
15 person that were ordering their meals, that we're talking
16 about who they were and what they wanted and what their
17 dreams were, not me.

18 So I learned to step back and listen and observe,
19 so that I had a sense of who was in the immediate
20 environment and how could I put them at ease? How could I
21 communicate with people, and in some cases, I was
22 communicating with people that were non-verbal. And people
23 usually look at you, why do you do that? Observation.
24 They gave me a lot of information without words.

25 And I think with the Commission, when we travel

1 from environment to environment, first of all, research of
2 that particular environment is critical. Who's there? Who
3 are they? What are do they say they like? You know,
4 what's important to them? And so you start to learn about
5 the environment and how it's affected the people that live.
6 It becomes part of their -- that live there. It becomes
7 part of their background. So I think that's important to
8 pay attention to, so that I don't inadvertently make
9 someone uncomfortable.

10 So I had friends that lived in Imperial Valley, I
11 had friends that were homeschooled in Imperial Valley in
12 the middle of the desert for their entire education, and
13 they were amazing and bright. But it would have been
14 really easy to discount them by looking at them, and going,
15 what, you didn't go to college? They didn't need to. So I
16 think it's important to have a clear understanding of who
17 you're talking to and their background, so that you don't
18 inadvertently insult them, or make them feel uncomfortable.
19 So my experiences in supporting people with developmental
20 disabilities are probably the first one.

21 The second would be my experience within the HIV
22 community, and understanding. So I'm on the front desk at
23 the LGBTQ Community Center. And that center does not
24 discriminate. You don't have to be gay to come there and
25 get your services. Male, female, it doesn't make any

1 difference. And we also serve a lot of the homeless
2 population, people that don't have a lot of resources, that
3 don't have a place to live. And a lot of them come in
4 embarrassed, so our job is to put them at ease, and make
5 sure that they're welcome.

6 Mr. Dawson asked me my pronouns, which is
7 probably one of the most important things you can do when
8 you meet people. My pronouns are they, them, their, and
9 most people don't understand that. And they actually get
10 upset about it because, well, that's not singular. It is
11 in a lot of ways. And so one of the first thing we -- one
12 of the first things we do at the center is, we ask people
13 what their pronouns are, because that is an act of respect.
14 And we try really hard not to misgender someone, so we
15 don't make any assumptions. And it doesn't make any
16 difference who you are when you walk through the door. If
17 we have a service you can benefit from, we'll supply that
18 without any question. So, am I answering the question? I
19 think so.

20 MR. DAWSON: Okay.

21 DR. LEWIS: I can tell you lots of stories, and,
22 again, I'm a minimalist. And you saw that in my essay.
23 So, my stats professor made it very clear I was a
24 minimalist. He's like, look, could you have written
25 another word? No.

1 MR. DAWSON: So --

2 DR. LEWIS: I believe we're through the question.

3 MR. DAWSON: All right. So that will now lead to
4 Panel questions. Each Panel Member will have a maximum of
5 20 minutes, and then allowing some follow-up.

6 So, Mr. Chair, you have 20 minutes.

7 CHAIR BELNAP: Okay.

8 So I want to ask you, you reach risk management
9 at a university level. Are there any particular concepts
10 from risk management that can be applied to the work of the
11 Commission?

12 DR. LEWIS: Well, risk management is my passion.
13 Working with non-profits is also a passion. And I think
14 the thing that I can apply, number one, is to clearly
15 understand the rules and the regulations if you're going to
16 work for a non-profit. There's a lot of opportunities for
17 non-profits that could benefit them greatly, but they don't
18 take advantage of them because they're not aware of them.

19 So, just for an example, a non-profit doesn't
20 have to pay in on unemployment insurance, not the way most
21 people pay into unemployment insurance, which is a flat
22 percentage, and you're not going to get any money back.
23 There's two other ways that they can do that and save
24 themselves a lot of money, and the State of California
25 works very hard to help non-profits do that. They can pay

1 through a third-party administrator, or they can be a
2 direct reimbursing, which means you pay dollar for dollar.
3 And if you have an organization that's not having a lot of
4 turnover and you're, you know, you're not randomly firing
5 people if you pay dollar for dollar, you can save a lot of
6 money. When I switched our organization over to dollar for
7 dollar, we saved \$75,000 in the first year, which is a lot
8 of money to a medium-sized non-profit. So, understanding
9 the rules and regulations are important.

10 The other part of that is to be thoughtful. A
11 lot of people don't put a lot of energy into hiring
12 employees, and it -- the hiring process starts with
13 advertising. You know, write an advertisement that really
14 kind of describes who you're looking for, and they
15 understand what the mission of the organization is. And
16 then when you move forward from there with your interviews
17 and your reference checks -- and you have to do interviews
18 and reference checks. And I know a lot of places that
19 don't do that and they have tremendous turnover, and that's
20 expensive. So it has to be a thoughtful process.

21 And the mission of a non-profit organization when
22 they're hiring people has to be up front. People have to
23 understand what it is, and you have to start bringing
24 people into the culture immediately. And that culture has
25 to be one of caring, regardless of what kind of services

1 you're providing, you've got to -- the people that you're
2 serving, and most non-profits serve people, they've got to
3 know that you care. They've got to know that -- the people
4 that work for you, they've got to know that you care, and
5 you have to put a lot of time and energy into that. So the
6 bulk of my course is that.

7 I can get people all the information on the
8 regulations. I've -- we have a wonderful book you can use
9 that does all of the states in the United States, but
10 you've got to add the care. So the project and the course
11 is developing an injury-illness prevention program, and I
12 wouldn't be surprised if you've never heard of that. But,
13 literally, every corporation in the Unites States needs to
14 have an injury-illness prevention program specified. It's
15 an OSHA requirement. And most people have never heard of
16 it. They've never seen it. And so one of the biggest
17 emphasis is -- emphasis in my course is to bring that
18 document, to create that document, and then to create it as
19 a living document. It has to be used to be beneficial.

20 So, all through the course -- and the course really
21 relies heavily on interaction. My course is, my most
22 recent course started last Tuesday. There's a lot of
23 discussion. There's a lot of interaction. There's a lot
24 of bouncing ideas off of each other, which is really where
25 the value comes, I think. And in the beginning it's all

1 on-line, so it's on Blackboard. So people are a little
2 hesitant. But once you see those discussions rolling,
3 there is just a unique exchange of information and ideas,
4 that it's exciting. And before I ever taught an on-line
5 course, I talked to students that had taken on-line courses
6 and what they liked and didn't like. They didn't like the
7 lack of interaction. So usually by the time someone gets
8 done with my course, they're kind of going, whew, we heard
9 a lot from you. Because I think, I think that's important,
10 and I think it puts forth who I am, that I care. And that
11 I want people to interact, exchange information, because I
12 think that's where the value is.

13 CHAIR BELNAP: So those concepts that you've
14 incorporated into the way you teach, and also the concepts
15 that you teach in risk management, how do you think you'll
16 apply those to the work of the Commission, if you were to
17 be selected as a Commissioner?

18 DR. LEWIS: I think it has to be interactive. I
19 think there's got to be an interactive dialogue where
20 everybody is participating. Where everybody has -- in
21 leadership we learn to create safe spaces for groups of
22 people, almost like a laboratory. And I kind of see the
23 Commission as almost like a laboratory. It's a, it's got
24 to be a safe space for everybody to bring information in.
25 To be able to say what they're thinking, and not have

1 somebody scream at them. And I also think it's important
2 that people within that group -- we also have another
3 thing. It's called, get up to the balcony, you know,
4 rather than be on the dance floor and dancing around, and
5 everything just gets chaotic. But get up on the balcony,
6 look down, see what's going on. See where you can provide
7 input. And so I think that's, I think that's a skill that
8 I actually bring. I'm -- I practice getting up on the
9 balcony, and then putting in, bringing in input when I
10 think it's of value and pertinent. But -- so I think
11 creating a safe space for all of the Commissioners to be
12 able to interact, knowing that people are going to be
13 respectful, people are going to listen, people are going to
14 understand. Because there's going to be a wide variety of
15 information that comes in, and everybody's coming in with
16 biases. There's no -- you can't do it without that. So
17 they have to be -- so, if someone were to, would be -- if I
18 was on the Commission and someone misgendered me, used the
19 wrong pronoun, it's not a matter of becoming upset or
20 defensive, it's an educational opportunity. So, I think
21 everybody has those areas where rather than get upset or
22 defensive, educate. So everybody on the Commission's got
23 to be able to listen to that and feel safe asking
24 questions. You haven't asked me about my pronouns yet.
25 You can, if you want to. People have to be safe to ask

1 those questions.

2 CHAIR BELNAP: So -- well, the reason we haven't
3 asked is because you already shared with us the
4 conversation you had with Mr. Dawson.

5 DR. LEWIS: Uh-huh.

6 CHAIR BELNAP: Something I want to return to --

7 DR. LEWIS: No, I didn't -- I'm sorry.

8 CHAIR BELNAP: Yeah. Go ahead.

9 DR. LEWIS: I didn't mean to interrupt. I didn't
10 expect you to ask.

11 CHAIR BELNAP: Okay.

12 DR. LEWIS: I did not expect you to ask.

13 CHAIR BELNAP: Okay.

14 DR. LEWIS: I'm sorry. I didn't mean it that
15 way.

16 CHAIR BELNAP: Yeah.

17 DR. LEWIS: You don't have to.

18 CHAIR BELNAP: All right. So, under question
19 number three, you talked about one of the greatest risks to
20 the Commission is losing Panel Members.

21 DR. LEWIS: Yeah.

22 CHAIR BELNAP: And you said, what we need to do
23 is create cohesion among the group. What are some
24 practical things that you suggest to create cohesion among
25 those Commission Members?

1 DR. LEWIS: Boy, I'm really bad with ice
2 breakers. In fact, I hated them. I have a couple of
3 really good ones though. But I think, I think in the
4 beginning, everyone sharing some information about
5 themselves, because all the Commissioners come with
6 backgrounds. And I think it's important to understand what
7 that is with each Commissioner, and then feeling
8 comfortable being able to ask questions. And I hope they
9 would ask questions. Because one of the other skills I
10 think that's important for a Commissioner is curiosity.
11 So, I think if we, if the Commission can create some
12 familiarity with each other, you know, sharing information
13 about each other, it would improve the cohesion.

14 Physical space is important, and understanding
15 who people are. Some people just want you to get away, and
16 other people they're better off you're a little bit closer.
17 It's gets a little harder to yell at you. And I found that
18 actually to be very effective, so, okay, I'm just going to
19 sit here, and you're more than welcome -- I've been yelled
20 at by lots of people, and I'm very, very comfortable with
21 that. So, being able to stand steady is important. But
22 within the Commission, again, I think it's creating that
23 safe space, so people can come forward, ask questions,
24 share information, and not feel like they would be
25 disrespected or discounted.

1 So the other thing that could happen is being
2 discounted, like nobody's going to listen to you or -- so I
3 think that's, that's important. But the other thing is
4 clearly everybody understanding the mission and the goal.
5 So it's set out. We have common ground. And no matter
6 what happens within the Commission, we have to come back to
7 that, to make that everything that we're doing is moving
8 forward. So it's very similar to a regular non-profit.
9 You've got to be mission driven. So within that, then
10 there's going to be some variation, but that mission has to
11 be up front.

12 CHAIR BELNAP: Okay. So two more questions from
13 me, both related to the same subject, then I'll turn the
14 time to either Panel Members.

15 So, for 31 years you worked at the Developmental
16 Services Continuum as a Program Director and Executive
17 Director. I understand this is a non-profit serving people
18 with developmental disabilities. Why did you start your
19 career in this field and serve in this field for over three
20 decades?

21 DR. LEWIS: I needed a job. I was going to
22 college. I lived right down the street from the biggest
23 facility that had ever been built in the United States at
24 the time, when this facility was built, literally, Hubert
25 Humphrey came to see it, because nothing like it existed

1 outside of the state system. And I needed a job, and I
2 went there and I applied. And within 15 minutes I had an
3 interview, and the interview lasted two minutes. They
4 asked me if I knew how to change a diaper, and I said,
5 well, I think so. And I started that afternoon at 2:00
6 o'clock. They were in desperate need of people. And the
7 minute I walked into the environment it was like I was
8 home.

9 I had some encounter with people with
10 disabilities growing up, and I never understood why people
11 reacted to them. We had a young girl in my fifth grade
12 class that was in a body cast, and there were people that
13 literally couldn't look at her, and they would start crying
14 immediately. And I was sitting there kind of dumbfounded.
15 It's like, what? Because it didn't make a difference to
16 me. And so, I also realized at that time that people with
17 developmental disabilities weren't participating in their
18 lives. Someone else was making all of the decision for
19 them. And I set out at that point to try and get them a
20 seat at the table and a voice.

21 So, later on in my career when I was interacting
22 with the school districts, people with developmental
23 disabilities were never at their meetings. Everybody would
24 talk about them and all of the terrible things they did,
25 and what the goals were to make them stop hitting people as

1 many times as they were hitting people, but they weren't
2 included, they weren't there. And the goals were not
3 positive. So, you can only imagine when I approached the
4 school district and said, excuse me, I'd like this student
5 here -- so I'm laughing. Their response was remarkable.
6 Like what do you mean? They wouldn't understand what's
7 going on. Well, and maybe we should change our language?
8 Most of the parents weren't participating because the
9 language was jargon.

10 And so in the process of including the people
11 that we serve, the school district came along finally,
12 although they all thought I was a renegade, and started
13 changing the jargon and started including the people that
14 they were serving, and the difference was remarkable. It
15 went from, well, you shouldn't hit so many times to, what
16 can you do to work with the fellow students? And how would
17 we measure that, because everything has to be measurable,
18 because that's how they get paid. Which is fine, and I
19 understand that, but there was a way to make it work, and
20 they couldn't see that until the person was actually in the
21 room with them. So, that's why I stayed in it as long as I
22 did. I was able to see people move into their own
23 apartments, the goal.

24 CHAIR BELNAP: Yeah. So my final question is,
25 how will these experiences affect your work as a

1 Commissioner?

2 DR. LEWIS: Everybody needs a voice. Everybody
3 needs a seat at the table. So my dissertation was looking
4 at people receiving services from a non-profit, and whether
5 or not they were participating in the governance of the
6 organization. It was disappointing. I found maybe five of
7 all of the social service organizations in San Diego that
8 had people who received services on their board. And I
9 only found one that actually gave them a seat at the table
10 and influence to be able to actually make decisions about
11 the governance of the organization and what those services
12 look like.

13 And I think, I think that's what prompted the
14 whole process of the Commission and the redistricting, is
15 making sure that the most number of people possible have a
16 seat at the table and a voice.

17 MS. PELLMAN: Five.

18 CHAIR BELNAP: I think our time is up anyways,
19 but -- so, thank you.

20 MR. DAWSON: No, no. She has five minutes.

21 DR. LEWIS: Five minutes.

22 MR. DAWSON: Or you have five minutes remaining
23 of your questions.

24 CHAIR BELNAP: That was my last question.

25 MR. DAWSON: I'm sorry. Okay.

1 CHAIR BELNAP: So, Mr. Coe.

2 VICE CHAIR COE: Thank you, Mr. Chair.

3 Dr. Lewis, thank you for being here, and thank
4 you for your dedication to the developmentally disabled --
5 excuse me, developmentally disabled community. My brother
6 is a member of that community, so I really appreciate the
7 work and dedication you've given in your life.

8 On your application you mentioned that you were
9 out of the country recently for about three weeks as part
10 of an Earth Watch project in Peru. Can you tell us a
11 little bit about the project and what your involvement was?

12 DR. LEWIS: That was my third Earth Watch
13 project, and one of the things that really draws me to
14 Earth Watch is when you're doing a project in a different
15 country, you have to be with an in-country person the whole
16 time. So, you really get to know the people in the
17 environment, and a lot of the environments that they're in,
18 the people who live there have been excluded from the
19 process. And that happens because they're left out of the
20 process. You know, they send researchers in and they do
21 all of the things researchers do, but they forget to talk
22 to people. So the project in Peru was working in
23 the Amazon and looking at the health of the Amazon. And
24 they have a very unique system of safeguarding their
25 environment. Peru is adamant about safeguarding their

1 environment, primarily because it was stripped of a lot of
2 its assets by other countries. So they're monitoring the
3 health of the Amazon, and they're doing that by
4 communities. So each of the individuals' communities
5 living on the Amazon are responsible for their area. And
6 these are communities that are still eating bush meat and
7 fishing in the Amazon, and they value their environment.

8 And the other interesting thing about the Amazon
9 is it's constantly shifting. So you may have your village
10 on an edge of the Amazon, but when the rain comes, that is
11 going to shift. So it tears down one part of the Amazon
12 and builds up another part of the river. So they have to
13 be constantly aware of that. So that's what we were doing.
14 And we were looking at pink dolphins and counting them, and
15 watching what they were doing, and then recording the data.
16 We were looking at camera traps and recording times and
17 events and who was there. We were catching fish, catching
18 piranhas, kind of interesting because they're really smart,
19 and they can steal your bait before you know it. So that
20 was a way of measuring the health of the river. We were
21 looking at shore birds. I learned a lot, having not had a
22 lot of experience with shore birds and piranha. And then
23 recording that data was critical because it was reported
24 out, and there were multiple Earth Watch teams that were
25 moving in and out of the Amazon.

1 So, we had to make sure that the data was
2 reliable and the camera trap reporting was reliable. And
3 we typically had someone double-checking everything to make
4 sure that we were all seeing what we were supposed to be
5 seeing, or what was actually in front of us. It was a
6 really, really interesting project. We were able to go
7 into many of the communities and interact with them. And
8 on the ship, we were on a steamboat, and old oil baron
9 steamboat, which could move but didn't move while we were
10 on it. And the people who were along with us were people
11 that were in the Amazon, live in the Amazon, came from the
12 Amazon. So of them had gone on to become biologists and
13 environmentalists, but we were with them the whole time.
14 And that's, I think, a really important part of what Earth
15 Watch does.

16 The first one I did was in Madagascar, and I was
17 with a person from Madagascar the whole time I was there
18 for four weeks. We were following lemurs around, because
19 Dr. Pat Wright out of Stony Brook University discovered
20 that the golden bamboo lemur wasn't extinct. So she wanted
21 teams of people to come in and habituate, a couple of
22 troops. So we literally followed them around the rain
23 forest and we recorded data. And, again, that had to be
24 accurate, because otherwise, everything moving forward
25 wouldn't make any sense to anybody.

1 The other one I don't think shared with you at
2 all, was I did a cultural camp in Blue Quill First Nations
3 in Canada. The University of San Diego has a reciprocal
4 relationship with Blue Quill, because one of our doctoral
5 students wanted to do her dissertation on the leadership
6 skills in -- that were utilized within Blue Quill First
7 Nations (sic), which is just north of Edmonton in Canada.
8 And they wouldn't give her access, and she was starting to
9 panic, because when it comes down -- excuse me (clearing
10 throat). When it comes down -- I don't like Sacramento
11 air. I'll do fine. Sorry. When -- Blue Quill, just like
12 many of the indigenous countries or nations and people,
13 were taken advantage of. So they'd have these big
14 researchers come in and do all kinds of stuff but never
15 include them. And they were really trying to overcome
16 colonization, which was a difficult task for them. And it
17 was a tortuous task. They were literally tortured in their
18 residential schools. So they didn't want to let
19 researchers in.

20 They finally agreed to let Julia in, but only if
21 there was a reciprocal relationship. And so we got invited
22 to the cultural camp. And that was such a valuable
23 experience, recognizing the trauma among the people, but
24 also watching them work through the process of
25 decolonization. They had lost their language, and very few

1 people were able to speak that language, and they were
2 bringing it back. The president of Blue Quill now wrote
3 his Master's thesis without any punctuation. It sounds
4 strange, but when they read it, it all made sense. So,
5 that experience really brought to light the importance of
6 individual variation and what everyone brings to the table.
7 I kind of went on. That went a long time. Sorry.

8 VICE CHAIR COE: No. No problem. I wanted to
9 talk briefly about the communities you mentioned when you
10 were in Peru, what -- these were communities of people that
11 lived along the river?

12 DR. LEWIS: Yes.

13 VICE CHAIR COE: And were you -- what were you
14 doing in these communities? Were you learning about their
15 way of life and gaining perspectives, and was that
16 influencing the work you were doing (indiscernible).

17 DR. LEWIS: So we were with the person who was
18 doing the research, and he's pretty well published on the
19 Amazon. And so, he was essentially going in to check on
20 the health of the community. But we went along, so we were
21 exposed to a lot of the information about what they were
22 actually doing on the ground. And I know I talk about bush
23 meat, and that may be uncomfortable for some people, but
24 it's incredibly important to those communities. They are
25 living off that environment. So they were looking at their

1 agricultural skills, you know, what was the health of the
2 animals that were in the environment. And so we shared
3 with that. But the other thing that I think the researcher
4 wanted us to understand, is that within each one of these
5 communities, they were unique and they were vibrant. And
6 we needed to understand that. And a lot of people would
7 look at us, so you went to the tribes? I would never call
8 it that.

9 VICE CHAIR COE: In your essay on impartiality,
10 you mention your experiences as the Chair of the San Diego
11 FEMA Food and Shelter Program Board.

12 DR. LEWIS: Uh-huh.

13 VICE CHAIR COE: Can you provide -- talk a little
14 more about that, and provide maybe some specific examples
15 where you maybe had to, had to go a course that maybe
16 wasn't your first choice, or you had to set aside your
17 preference during your role there.

18 DR. LEWIS: I saw my role as the hands of the
19 board. And so, I saw my role as being able to get people
20 that were coming from different directions regarding where
21 thing -- where money should be spent to find common ground,
22 and then my job was to bring that information forward. So
23 within the Commission -- within the board, I'm sorry, there
24 again, it was a diverse board, so people were coming in
25 with very specific needs. And the one that stands out to

1 me is the Indian Health Initiative. They were clearly
2 there to support the indigenous populations of San Diego,
3 and it's extensive. And they would -- it was easy for some
4 of the ones that were coming from the really big
5 organizations to be insensitive. So it was a matter of
6 being able to recognize when that was heading that way and
7 try and divert it. And try and bring everybody back on
8 task, but also try to get the people who were being
9 insensitive to understand why that was an issue.

10 So, I saw my job was to educate the people that
11 were on the board regarding the level of diversity that we
12 had, and then try and keep people on track on the goal and
13 the mission. And it was -- we had a pretty quick
14 turnaround time, because we never knew when the money was
15 coming, and we had to -- there were lots of things we had
16 to do before, in terms of advertising and making sure that
17 everybody was at the table. So, in some cases, it moved
18 very quickly. And I really needed to make sure that
19 happened, because if we didn't get the money spent, there
20 were consequences. And if we didn't get the food
21 distributed, there were consequences.

22 So, I saw myself as the hands. I didn't see
23 myself as actually part of that board, although I certainly
24 brought information to the board. I didn't see my role as
25 being able to -- as any more important than anyone else's

1 information. And then I would -- then I was responsible
2 for taking the decisions of the board forward without my
3 own feelings being part of that, because it didn't have a
4 role there.

5 VICE CHAIR COE: So, as has been discussed, I
6 think, and as you mention in your essays, you've worked
7 with diverse groups of people, including those with
8 developmental disabilities. What have you learned from
9 working with those groups of people that will most benefit
10 your work on the Commission, if you were to be selected?

11 DR. LEWIS: I've learned to appreciate people and
12 what they bring with them. And, again, I'm incredibly
13 curious, so I go forward and ask questions. I normally
14 would have researched you all, and I didn't intentionally.
15 But by nature, before I ever meet anybody or talk to
16 anybody, I'm pretty familiar with who they are and what
17 their backgrounds are. Because I think that's important,
18 to make sure that I'm not being insensitive. I didn't do
19 that with you because I didn't want to. And I think that
20 working on the Commission, that's a valuable skill that
21 we're -- that I'm curious, that I want to know about
22 people, that I appreciate people, all people, and
23 everything they bring. And I honestly believe I have
24 something to learn from everybody, and I think that's
25 important. I believe in life-long learning.

1 And you were right about both bottles of water.

2 VICE CHAIR COE: In your essays you mentioned
3 your work with the California AIDS Clearinghouse, to
4 develop materials and improve access to information about
5 HIV/AIDS. And in this capacity you describe having met and
6 interacted with people from the border city of Calexico to
7 the Imperial Valley. Do you have any other work
8 experiences or any other personal experiences that have
9 taken you to other regions of this State and, if so, what
10 have you learned from the people in those different
11 regions?

12 DR. LEWIS: Within my work with people with
13 developmental disabilities, I work hard to reach out to the
14 community in general across the State of California. So
15 I've worked with all the regional centers, from far
16 northern to the San Diego-Imperial Counties Regional
17 Center. We served people from all regions of California,
18 and that to do that it meant I had to go there, I had to
19 meet them where they were. And I had to talk to their
20 families, and I needed to understand the environment where
21 they were, what their background was like. So, literally
22 all the way from -- and hate the word, literally. All the
23 way from far northern, where the most northern regional
24 center is, down to Imperial Valley, I interacted with
25 people regularly.

1 The Sacramento area was -- so my organization
2 only served people who had not been able to get their needs
3 met anywhere else. And most of the people that we served
4 had been in locked facilities, jails, juvenile hall,
5 psychiatric hospitals. So I spent time in every single
6 state hospital in California at the time. Stockton is the
7 one that was closest to you. They're -- I think all but
8 one are closed now. I think Fairview is still open,
9 serving the most medically fragile people.

10 So I went, again, to almost -- I went to every
11 single state hospital that there was, to meet the people
12 that were being referred to, as to get an understanding --

13 MS. PELLMAN: Five minutes.

14 DR. LEWIS: -- of who they were. Was that time?

15 PANEL MEMBER DICKISON: Five minutes.

16 MR. DAWSON: Five minutes.

17 DR. LEWIS: Thank you.

18 And in each one of those communities I needed to
19 understand the community, because, like I said, people were
20 coming from every ethnic background, every racial
21 background, every religious background. And we celebrated
22 that in my organization. We made a point of celebrating
23 that. But if I didn't have that knowledge I wouldn't be
24 able to. So that would be the other experience that I had,
25 but I'm also a traveler. I headed north on a road trip and

1 ended up in Ketchikan. And went the entire length of
2 California, and my curiosity caused me to find out more and
3 more information about the regions where I was.

4 VICE CHAIR COE: Okay. One final question before
5 we run out of time. What aspects of being a Commissioner
6 do you think that you would enjoy the most, and conversely,
7 which aspects do you think you might perhaps struggle with?

8 DR. LEWIS: Boy, that's a toss-up between meeting
9 people and doing research. I love doing research. I love
10 getting in and digging and finding the most remote piece of
11 information. But, again, I love meeting people. And I
12 think the opportunity to get out and go to the communities
13 and interact with the people in those communities would be
14 fun and challenging and interesting. Challenging in a way
15 that would make sure I could put all the information
16 together and make it make sense. So, I like a good
17 challenge.

18 VICE CHAIR COE: Thank you.

19 CHAIR BELNAP: Ms. Dickison.

20 DR. LEWIS: Let me open this one.

21 PANEL MEMBER DICKISON: Okay.

22 DR. LEWIS: Thank you.

23 PANEL MEMBER DICKISON: Okay. So my first
24 question is, in your description when you talked about the
25 reason you wanted to serve on the Commission, you stated

1 that you understand that the numbers of people are
2 important in drawing the districts, but you also said, so,
3 too, is the proximity and composition. Can you kind of
4 expand on what you mean by proximity and composition in
5 that statement?

6 DR. LEWIS: Sure. If I understand the
7 regulations correct, proximity is set. It's in the
8 regulations. The districts have to be touching each other.

9 PANEL MEMBER DICKISON: Yeah.

10 DR. LEWIS: But if I were to say, look at
11 Lakeside where I live, and put it in with La Jolla, it
12 clearly wouldn't represent both sides of the spectrum, and
13 it's literally both sides of the spectrum. Where I live
14 we're rural. I have chickens. In La Jolla you won't find
15 that. We have goats and pigs and all kinds of things, and
16 we still have horse hitches on the main street. And we
17 work hard to keep it that way. And so the needs of
18 Lakeside would have to be taken into consideration, and
19 even though they may be, you know, right on the border of
20 La Jolla, there's probably not a lot of things that would
21 represent both environments. Lakeside's not known for its
22 wealth, La Jolla is. And so they may have different values
23 and want different things out of who they vote for.

24 So that's what I mean by proximity, is looking at
25 each one of -- and Imperial County is one of those areas -

1 - I don't know if you've been to the Imperial County, but
2 it's a really unique area. And growing up I had family
3 there, and I still have family there. But when you look at
4 the counties that are around them, Imperial Valley is
5 unique. And it may have characteristics that would lend
6 itself to those counties that are north of it, but probably
7 not west of it.

8 So, looking at proximity, because I know all the
9 lines have to touch, obviously, but I think there is a way
10 to look at the numbers of people within those particular
11 regions, and then drawing lines that bring them closer and
12 closer to what would be representative of that particular
13 geographic area. And, again, it can be formulaic, but I
14 think there's another way to do it, so that we're -- so
15 that the Commission -- and I think -- you know, I looked at
16 all of the information that the Commission of 2010 did. It
17 was amazing. Their handbook was amazing. I was happy to
18 find it. So I think there's a way to look at that, that
19 literally takes into consideration the unique
20 characteristics of each geographic location and the people
21 within that, without making assumptions about who they
22 might be. You know, just because you own a pig doesn't
23 mean I know who you are.

24 PANEL MEMBER DICKISON: Okay. So going along
25 with that same idea, so one of the things that the

1 Commission's going do when they draw the lines, they need
2 to identify communities of interest. Can you kind of tell
3 us about your community? Describe any communities of
4 interest that are within your area. What binds those
5 communities together?

6 DR. LEWIS: You know, actually, Lakeside is very,
7 very interesting, because there are portions of Lakeside
8 that are very, very conservative. And pretty much anybody
9 living in Lakeside knows that. And then there's other
10 portions of Lakeside where people are just kick back,
11 liberal -- not even liberal but just kick back, and not
12 really concerned with whether or not their conservative or
13 liberal, they just live.

14 So, Lakeside is unique. We have a bumper sticker
15 that says, Help Save our Soul, which is save our unique
16 lives. So Lakeside is unique, and they work hard to keep
17 that. And, unfortunately, they're not a city, so we're
18 kind of at the whim of the County. But we've been able to
19 move forward and get people to hear what we're saying. We
20 don't let in big box. We do have drive-throughs though,
21 and a Starbucks, but we probably have the oldest hardware
22 store anywhere, and we love that hardware store. We have a
23 large lake that the entire community utilizes. We're back
24 up against the mountains, so I think that in some ways we
25 could probably go almost all the way to the Imperial County

1 and have a good sense of who the people are within that
2 region. Because we're all probably out there for the same
3 reason, we like our space. So, many of the parts of
4 Lakeside you have to have a minimum of one acre. Most of
5 them are probably not less than a quarter acre. So we like
6 our space. We like knowing our neighbors, but we don't
7 like knowing our neighbor's business, which is truly valued
8 in Lakeside, so we recognize that and we honor that. But,
9 again, I think that would probably go pretty much all the
10 way to the Imperial County, including the cities of Pine
11 Valley and Julian, Santa Isabel. We have large
12 reservations, almost -- Lakeside, I think, completely
13 surrounded by reservations of different tribes. So, they
14 have a definite influence on the character of the
15 community. And I think at this point, and it wasn't always
16 the case, I think everybody values that. That they really
17 brought a lot to the community. You can buy the entire
18 city of Jamul -- no. You can actually buy entire cities if
19 you go further east. Sorry. I disrupted you.

20 PANEL MEMBER DICKISON: That's okay. So, when
21 the Commission's looking or trying to define communities of
22 interest, and when they're reaching out and things like
23 that, some of the communities are more difficult to reach.
24 And you've done some outreach. So, what kind of methods do
25 you think or would you bring to the Commission to reach out

1 and make contact with those hard-to-reach communities?

2 DR. LEWIS: I never carry a clipboard. Rural
3 committees, the minute they -- rural communities, the
4 minute you see somebody with a clipboard, you just
5 immediately kind of turn the other way, because they're
6 going to be asking you all kinds of questions, and probably
7 questions you don't really want to answer. You don't
8 really want to interact because it's going to be really
9 formal, and they're going to be writing things down. So I
10 think it's important to go face to face. I think it's
11 important to -- I think it's important to find those
12 communities that are language isolated, and my language
13 skills suck. I know enough Spanish to be able to get by,
14 but there's pockets of isolated languages where people are
15 not interacting. And so, you have to reach out in a way
16 that will make sense and not scare people. A lot of those
17 communities are very afraid of seeing someone with a
18 clipboard, because it doesn't generally mean anything good.
19 So I think it's the -- it's personally reaching out and
20 definitely doing research before you go into that
21 community, to have a sense of what goes on.

22 My first experience as a very young person was I
23 volunteered to be a mother marcher for the March of Dimes
24 in Lakeside, which was probably back in the 70's. So I
25 would enter compounds, because a lot of people have

1 compounds, thinking I'll just do this at 7:00 o'clock at
2 night when I get off work. And so I would drive up and all
3 the lights would go out. I was like, that's not a good
4 sign. And I learned that I -- when I went made a
5 difference. Most people are busy. And I learned that how
6 I dressed, how I approached people, you know, not everybody
7 was going to be welcoming.

8 So I had to find a way to at least get the
9 conversation started. Usually, if I can get the
10 conversation started -- and I'm going to use this word
11 again, because I think it's important. If I can find
12 common ground, if I can say I'm not -- if I can -- you
13 can't just say, I'm not here to bother you, because you
14 probably are bothering them. But if I can find a way to
15 help them understand why I was there and why it was
16 important, and that they're important, and I think inviting
17 people into the process is also a very critical aspect of
18 what the Commission has to do. They have to invite people,
19 and people have to know that they're welcome and that
20 they'll be heard and that they'll be safe. So we're not
21 going to go in and say, excuse me, did you pull a permit
22 for that garage?

23 PANEL MEMBER DICKISON: You also mentioned in
24 your PhD program, it helped to gain an understanding of the
25 factors that are involved when you're looking at

1 populations. Can you share with us what some of those
2 factors are?

3 DR. LEWIS: In my statistics class we were tasked
4 to do a outcome evaluation of a gang prevention program,
5 and we needed to know who the people were. And we needed
6 to know what information we could bring together to
7 adequately describe this organization for what they did,
8 and to understand who they were serving. And it was in the
9 southern part of San Diego, which is well-known for its
10 gang activity. And so we were interacting with the people
11 that were participating in the program. And so we had to
12 take all of that into consideration, and then put it into a
13 format that was useful for the organization. And as a
14 result, they were actually able to get \$1,000,000 grant by
15 the work that we did.

16 It was so clear that we were able to express what
17 that organization did and why it was important. So that
18 only came about because of the research we did, and we were
19 working collaborative. It was an entire class, and you had
20 a group of PhD students. Together we're all, we all come
21 with our own thoughts and ideas. And although the process
22 isn't actually competitive, you don't want to look like
23 you're the last person in line. So, it was also being able
24 to work with, you know, 15 other PhD students to delegate
25 responsibilities, and then bring information together.

1 PANEL MEMBER DICKISON: You talked about how you
2 travel up and down the State when you're working in the
3 area of developmental disabilities. In those travels did
4 you identify or notice like different pockets of
5 communities of interest and how they differed based on
6 regions?

7 DR. LEWIS: Absolutely. Absolutely. When we did
8 a training in Sacramento, it was interesting to see who
9 came. There was a lot -- there were a lot of families
10 involved, and there were -- which was interesting, and I
11 looked at that, because we didn't -- are you okay?

12 PANEL MEMBER DICKISON: (Coughing.) Sorry.

13 DR. LEWIS: Want another bottle of water? It's
14 your air.

15 We didn't always get that level of participation
16 in the communities. So if we went to Los Angeles,
17 interestingly enough, it was much more professional. So we
18 got professional organizations that were coming to our
19 trainings, not a lot of family members. When we went to
20 Imperial, we got people who were infected. So we got
21 family members as well, but the people who are infected
22 with the virus came. So each group came with a different
23 set of expectations.

24 And was it based geographically? I think,
25 potentially, it was based geographically, because Imperial

1 Valley had almost no services. They had one hospital that
2 would provide services for people who were HIV positive.
3 And so it was the people who were HIV positive that were
4 most interested.

5 I think because of Sacramento's proximity to San
6 Francisco, parents, family members were involved. And then
7 Los Angeles was always much more formal. And I think it
8 was -- I mean, the City of Los Angeles, the downtown was
9 always much more formal in what they were doing and they --
10 we were getting providers at those trainings. And I think
11 that was based on the events that happened in the
12 community.

13 MS. PELLMAN: Five minutes.

14 DR. LEWIS: So Pioneer Hospital was just, anybody
15 could walk in and get services, you know, and they were
16 desperately needed. And they didn't get a lot of
17 attention. So, I think, yes, I was able to identify
18 Fresno, Baker, all unique, all very unique. Differences
19 between agricultural, which is primarily what Imperial
20 Valley is, to Los Angeles, which is probably mostly
21 industrial, and then, Sacramento. Sacramento's really
22 unique actually. We had our conference on the river, and
23 everybody was worried that it was going to flood. Okay.
24 Which way do I run? We don't have a lot of water in San
25 Diego -- well, not until you get to the ocean, then we have

1 a lot. So, yeah, I think I was able to identify isolated
2 pockets.

3 And I did a project for United Way. We were
4 looking at education, and what were the factors that we're
5 impacting success in K through 12. And my part of that
6 project was to look at zero to five. And what were the
7 factors that were impacting children's success throughout
8 their educational process? And people would look at me,
9 well, zero to five? What do you mean? It has a huge
10 impact, especially in language-isolated populations. So
11 when we were looking at the Latina, Latinx population,
12 parents weren't involved because they had never been
13 invited. And even when they tried to, there was so much
14 bureaucracy that they weren't heard. So -- and it turns
15 out that the parental involvement starting with Pre-K was
16 critical to the child's success all the way through. So
17 that was one of the pieces of information that we were able
18 to provide to United Way, and say, really have to pay
19 attention. We have to find ways of communicating with
20 language-isolated communities and invite them to
21 participate, and then welcome them.

22 PANEL MEMBER DICKISON: Okay. One more question
23 real quick. If you're selected as one of the first eight
24 Commissioners, can you describe the qualities that you
25 would be looking for in the next six?

1 DR. LEWIS: I think diversity on every level,
2 gender, ethnic, religious, background, geographic. I think
3 it's only by bringing that diversity forward that we can
4 then look at the diversity of California, and be recognized
5 as valuing that. And in that sense, I think impartiality
6 is almost explicit. That if you're going to bring all the
7 diverse groups together, you have to be able to look at
8 impartially. If I looked at everything through my horse
9 lens, it probably wouldn't be good.

10 PANEL MEMBER DICKISON: I don't have any other
11 questions.

12 CHAIR BELNAP: Okay, Mr. Dawson, let's turn the
13 time over to you.

14 MR. DAWSON: I have a few follow-up questions.
15 And this just follows directly on Ms. Dickison's question.
16 And, of course, you talked earlier in your essay and other
17 questions about the need for diversity. And, of course,
18 that's part of the Commission's makeup under the regs.

19 You also talked about a need for cohesion, and
20 I'm going to ask you to sort of draw upon your experience
21 as a behaviorist and a professor of leadership. There's a
22 certain tension there, is there not? And so how do you
23 reconcile that? How would -- what skills and attributes
24 can you bring to the Commission that would help reconcile
25 that tension?

1 DR. LEWIS: I embrace that tension. It is at
2 that level where there's just enough tension that people
3 will recognize and come together, not to the point where it
4 becomes chaotic, but any time you're introducing people to
5 concepts that are not, for lack of a better word, innate,
6 there's going to be some experienced tension. So it's
7 recognizing the level of tension, and then finding ways to
8 either bring it back down to a point where people can learn
9 and listen or distract and move on to something else. But
10 that tension is valuable, and I recognize that. That it
11 really has to be there, it just get out of control, and
12 that's where creating a safe environment is important. And
13 acknowledging up front that there's going to be tension.
14 That we're coming (coughing) -- I really hate Sacramento
15 air. That we're -- and I've never really experienced that
16 before. Maybe it's the weather or the time of the year
17 maybe. It has to be set in the beginning for the entire
18 Commission, that this is a safe space. That, yes, indeed,
19 there is going to be tension. We're all coming with our
20 own set of beliefs and values. And we have to be able to
21 talk about that openly and be comfortable with that. And
22 then find -- again, I'm going to use the word, common
23 ground, so that tension can be diffused, and we can move on
24 to the next thing that's going to cause tension. I value
25 tension.

1 MR. DAWSON: This is along the same vein. You'd
2 said in your essay on impartiality, that working as a group
3 we may have to -- we may have an opportunity to explore
4 implicit bias that might affect the outcome of
5 redistricting. What are your biases?

6 DR. LEWIS: Honestly, I'm probably a little bias
7 towards -- I can say that I have some pre-conceived notions
8 of rich people. Now that's a broad category, I know that.
9 But I know it's there, and I try to not let that influence
10 me. The first time I experienced that we were serving a
11 young man who had been through a horrible, abusive program
12 to get him to behave. His father [REDACTED]
13 [REDACTED] had lots of money,
14 at least looked like lots of money to me. And when I was
15 going to meet them, I had some preconceived notions about
16 who they would be. And I -- it -- I met his wife, who was
17 just incredibly gracious and thoughtful. And so, I really
18 had to take a step back and say, how did I come with that?
19 What made me think that I needed to be defensive among
20 these people?

21 The PhD program pretty much, pretty much gets you
22 over that, because people are coming from all walks of
23 life, and every PhD student believes that they're there by
24 accident. How did this happen? And you're looking at every
25 other -- and, again, it should not be competitive. And at

1 the University of San Diego it was not competitive, but you
2 are looking at other people thinking, well, yeah, that's
3 what you do. You came from the for-profit sector. And
4 that gets, that really causes you -- one of the first
5 courses you have to take is a leadership course. You have
6 to be reflective. You have to understand what's triggering
7 you, what you may be carrying that will influence how you
8 interact with people. So that's probably one of first
9 things I look at, and that's one of the reasons why I
10 research people, so I can understand if there's going to be
11 anything within me that might cause me to not be as open as
12 I should be, and then evaluate how that came there.

13 MR. DAWSON: I have one final question. You've
14 stated in your essays that you are a life-long San Diegan.
15 And one of the important aspects of the Commission is that
16 there's representation from Californians from all walks of
17 life. What is it about your status as a life-long San
18 Diegan that would help inform and bring value to the
19 Commission?

20 DR. LEWIS: It was really easy to be a hippie in
21 San Diego when I grew up there. It -- none of San Diego
22 was well developed. I mean, I was there when the first
23 freeway went in. And so, it was, it was really easy to be
24 who you were. You could go from the mountains to the
25 beach. You could be a hippie. I was poor. I didn't make

1 a lot of money, and I was a struggling student. And my
2 family was very supportive but not financially. So, you
3 know, I've lived in a little house that had four rooms, and
4 you could see through the corners of the walls, and it got
5 pretty cold. And I valued that experience. I had friends
6 that lived in chicken coops on the reservation. So I
7 think, I think that's an important part of what I could
8 potentially bring to the Commission is, number one,
9 understanding how things change. So being a hippie I did
10 not expect to live past 30. I was awfully surprised when
11 that happened. I had no career plans, no savings, pretty
12 much lived day to day. I don't even think I had a checking
13 account yet. So, watching my entire generation go through
14 that was very, very interesting, and reflecting upon that
15 and how it impacted me going forward was an important part
16 of what I did. So I have a sense of why people might not
17 believe they'll live to be 30, and then of course we all
18 did and we didn't know what to do -- well, not all of us,
19 most of us.

20 So I think that's an important part of what I
21 could bring to the Commission. I think you all have to
22 decide.

23 MR. DAWSON: Are there any follow-up questions
24 from the Panel?

25 VICE CHAIR COE: None from me.

1 CHAIR BELNAP: None from me.

2 PANEL MEMBER DICKISON: None from me. Thank you.

3 MR. DAWSON: We have 11:45 remaining in the 90-
4 minute period. Would you like to make a closing statement?

5 DR. LEWIS: The only thing I want to say is, I am
6 literally in awe of the Applicants. And I've watched most
7 of your work live-streamed. It's amazing. And I'm not
8 blowing smoke, okay. It's got to be hard what you did. I
9 did not look, so my timing was off. I didn't actually look
10 when you brought up my name, and I was kind of glad. But
11 you did that so graciously, and it had to have been hard to
12 sit there and talk about people and say, no, yes, but you
13 did it so thoughtfully. And the whole thing has been
14 transparent. What an amazing example of what the
15 Commission should do.

16 And I'm very impressed with the candidates that
17 you -- I've looked at most of them. I've listened to, you
18 know, the information that you brought up, and it's
19 amazing. I've looked at the prior Panel. What they did
20 was amazing. This process is so, so important, and I know
21 why they chose the Auditor's Office, because of your
22 integrity. It has to be there. I trust when you tell me
23 that you didn't talk to your fellow Panel Members about
24 anything, that you didn't. And there's not many processes
25 that you can look at and see that. So, thank you.

1 CHAIR BELNAP: And, thank you. Thank you for
2 being here. We're going to recess. Our next interview is
3 at 3:00 o'clock, so let's come back at --

4 DR. LEWIS: But I still have water left.

5 CHAIR BELNAP: What's that?

6 DR. LEWIS: I still have water.

7 CHAIR BELNAP: So do we. That's just -- I'm
8 empty.

9 Let's recess and come back at 2:59.

10 DR. LEWIS: Thank you.

11 PANEL MEMBER DICKISON: Thank you.

12 DR. LEWIS: Thank you for the opportunity.

13 (Off the record at 2:34 p.m.)

14 (Back on the record at 2:58 p.m.)

15 CHAIR BELNAP: We're going to come back out of
16 recess. I see that the candidate is here. Mr. Fukushima,
17 right?

18 MR. FUKUSHIMA: Yes.

19 CHAIR BELNAP: Okay. We'll proceed with the
20 standard questions.

21 MR. DAWSON: Thank you for being here, Mr.
22 Fukushima. I'm going to ask you five standard questions
23 that we're asking each Applicant. First question, what
24 skills and attributes should all Commissioners possess?
25 What skills or competencies should the Commission possess

1 collectively? Of the skills, attributes and competencies
2 that each Commissioner should possess, which do you
3 possess? In summary, how will you contribute to the
4 success of the Commission?

5 MR. FUKUSHIMA: All right. The skills and
6 attributes I believe that the Commission collectively
7 should have is certainly the analytical part. You need to
8 be able to look at numbers and come up with the fair and
9 representative districts. Certainly communication skills
10 are important. Being able to communicate effectively with
11 the public, interacting with the public and being able to
12 interact with each other in an effective and calm manner.
13 As the skills each Commissioner should have, I believe I
14 have analytical skills. I believe I can communicate with
15 various groups of people, as evidenced by what I've done in
16 my life.

17 And how I will contribute to the Commission? I'm
18 going to give, of course, my best effort. I'm going to
19 attempt to grow through the process. I know there are
20 going to be unexpected situations, and I think I can adjust
21 to those.

22 MR. DAWSON: Thank you. Question two. Work on
23 the Commission requires members of different political
24 backgrounds to work together. Since the 2010 Commission
25 was selected and formed, the American political

1 conversation has become increasingly polarized, whether in
2 the press, on social media, and even in our own families.
3 What characteristics do you possess, and what
4 characteristics should your fellow Commissioners possess,
5 that will protect against hyperpartisanship? What will you
6 do to ensure that the work of the Commission is not seen as
7 polarized or hyperpartisan, and avoid perceptions of
8 political bias and conflict?

9 MR. FUKUSHIMA: Yeah, hyperpartisanship is a
10 problem. I think projecting an image of calm. Being able
11 to communicate with each other and with the public in the
12 rational manner, we'll be able to go a long ways towards
13 presenting the correct image. If we're not getting along
14 with each other as Commissioners, it's going to come
15 through, and that's not going to go well.

16 I think self-monitoring and monitoring of each
17 other as a team would be important to keep us on track.
18 You know, being able to communicate, look -- you know, to
19 be honest with each other. You might need to adjust this
20 message, or maybe we need to listen a little better to this
21 particular group, could go a long way towards giving the
22 wrong message.

23 MR. DAWSON: Question three. What is the
24 greatest problem the Commission could encounter, and what
25 actions would you take to avoid or respond to this problem?

1 MR. FUKUSHIMA: In my opinion, I think the
2 largest problem would be for us to lose the confidence of
3 the public. If they were to see us as -- back to question
4 two, as being hyperpartisan or having some sort of ax to
5 grind, yeah, we could be in for a world of hurt. Again,
6 having the correct message or, you know, presenting the
7 correct message as a group, that we are going to be fair,
8 we are going to be responsive to the various stakeholders
9 and the State, and we -- that we work together as a group
10 will go a long ways, I believe, in dealing with this sort
11 of problem. I prefer to take preventative measures rather
12 than having to respond to, you know, a problem that we've
13 let fester. It's really hard to come back from that, in my
14 opinion.

15 MR. DAWSON: Question four. If you are selected
16 you will be one of 14 members of the Commission, which is
17 charged with working together to create maps of the new
18 districts. Please describe a situation where you had to
19 work collaboratively with others on a project to achieve a
20 common goal. Tell us the goal of the project, what your
21 role in the group was, and how the group worked through any
22 conflicts that arose. What lessons would you take from
23 this group experience to the Commission, if selected?

24 MR. FUKUSHIMA: All right. Back in 2000, I was a
25 career educator. We had the opportunity first ever to

1 select our own principal at the -- for this school.
2 Realistically, a lot of us didn't really know what we were
3 doing. So, I represented upper grade, and there were other
4 individuals represented different grade levels. We had a
5 district representative with their own agenda, and we had
6 non-teacher stakeholders, that also were involved.

7 So, you know, we eventually did select a very
8 good principal, but it -- there was a process. I mean, we
9 had to learn to trust each other. We had to learn to see
10 what the candidates really were about. Go talk to, get --
11 well, get data, really. Go get -- go talk to various
12 stakeholders at the schools that they came from. And,
13 unfortunate to say, there was a situation in which the
14 district representative had a very different agenda than
15 the people at the school. And it took a while to figure
16 out that agenda. We had to work through that, also. But I
17 think I would take from that, again, growing and working
18 together, gaining that trust. It goes a long way to
19 dealing with obstacles. When people are back-biting each
20 other, they -- yeah, I've already kind of said this. It
21 kind of devolves quickly.

22 MR. DAWSON: Question five. A considerable
23 amount of the Commission's work will involve meeting with
24 people from all over California who come from very
25 different backgrounds, but the -- and a wide variety of

1 perspectives. If you are selected as a Commissioner, what
2 skills and attributes will make you effective at
3 interacting with people from different backgrounds and who
4 have a variety of perspectives? What experiences have you
5 had that will help you be effective at understanding and
6 appreciating people and communities of different
7 backgrounds, and who have a variety of perspectives?

8 MR. FUKUSHIMA: All right. As, again, as a
9 career educator, I've dealt with children and families from
10 different socio-economic backgrounds and different racial
11 and ethnic backgrounds. It's not always easy to understand
12 where other people are coming from, but the attempt needs
13 to be made. I've found that being a good listener is very
14 important in this process. And that from there you want to
15 hear what they're saying, and taking the time to gather
16 some data to understand why they are saying what they are
17 saying.

18 I usually try to be calm in these situations,
19 even though sometimes some people may be worked up over an
20 issue, but it's important to understand why they're worked
21 up over whatever issue it is. Maybe somebody is upset
22 about the grades or perceived bullying or whatever. Yeah.
23 Take the time with these people to find out what it is, and
24 it usually works out pretty well in the end. Actually,
25 personally, I'd look forward to meeting people from

1 different backgrounds. You learn a lot when you find out
2 what they, what they're about. Yeah.

3 MR. DAWSON: So, now each of the Panel Members
4 will have a maximum of 20 minutes each, and we'll begin
5 with the Chair, Mr. Belnap.

6 CHAIR BELNAP: Okay. Thank you for being here.
7 I want to return to question four. You started talking
8 about an example where you guys were selecting a principal.
9 And I wanted to hear more about that. You said that
10 district representative had their own agenda, had their own
11 probably person that they wanted to put in that place. And
12 you said you had to work through that. I want you to tell
13 me more about how you guys worked through that, that
14 conflict, and then what was the outcome.

15 MR. FUKUSHIMA: Okay. In this case, the person
16 that was the district representative actually ended up
17 being a -- was brought -- not ended up being, was a
18 temporary principal that they brought in from another
19 school. And I think he was a little, not so happy that he
20 wasn't going to be one of the candidates. So, you know, we
21 had to sit down a few times and talk amongst ourselves to,
22 you know, see what it is, what is it we're really looking
23 for. And, you know -- I don't know if it was right or
24 wrong, there were a few side conversations here and there.
25 You know, we all knew each other beforehand. What

1 do you -- is this guy the guy we want? What are you
2 looking for? And through some processes, you know,
3 conversations, we ended up selecting someone who actually
4 turned out to be a very good principal for us. So good
5 that the district took her away three years later, sent her
6 to another school. But --

7 CHAIR BELNAP: So that the person that the
8 district representative wanted to put forward was not
9 ultimately selected?

10 MR. FUKUSHIMA: No.

11 CHAIR BELNAP: How did you, as a group, reconcile
12 that, their interests with your own? How did that -- how
13 did you guys come to the solution that ended up being what
14 you guys implemented?

15 MR. FUKUSHIMA: I -- yeah. I mean, I think that
16 came about really through the process of -- because, again,
17 we started with a blank slate. We had no idea what kind,
18 what standard questions were, or what we should even be
19 asking. So I think in the process of going through what
20 is -- these are the questions we want to ask, this is what
21 we're looking for, things started to crystalize in people's
22 minds as far as -- because, you know, it's really easy.
23 The guy comes in at -- well, the last guy that left, left
24 under a not-so-good cloud. As a matter of fact, he was,
25 you know, removed. He was there one day and gone the next.

1 Sent to a little rubber room down in downtown. But -- so,
2 you know, this guy comes in. You know, he's personable
3 and, you know, it would have been very easy to say, this is
4 the guy. He's here already. But, yeah, there certainly
5 were a couple of people that had that opinion, and there
6 were some of us that thought, well, let's go out and see
7 what's really out there. And how do we make sure that
8 we're -- you know, that's why we came to the standard
9 questions.

10 CHAIR BELNAP: Okay. And then was it a vote?
11 Did it have to be unanimous, was it a majority vote? How
12 did you end up?

13 MR. FUKUSHIMA: I see. Pretty much came to
14 consensus.

15 CHAIR BELNAP: Okay.

16 MR. FUKUSHIMA: We didn't do anything as formal
17 as a vote.

18 CHAIR BELNAP: Okay. So, I want to return to
19 question three, and that's where you said that one of the
20 greatest threats to the Commission is that the public loses
21 confidence in the Commission. And you made a statement. I
22 want you to expand on it. You said that, you know, there
23 needs to be preventative measures, because once a loss in
24 confidence occurs, it's very hard to recover from that.

25 MR. FUKUSHIMA: Right.

1 CHAIR BELNAP: So what are one or two
2 preventative measures that the Commission can put in place
3 to make sure that they don't lose the public's confidence?

4 MR. FUKUSHIMA: Well, that they -- first of all,
5 when we're speaking of -- when you're speaking to group --
6 town hall groups or whatever, actually listen to them.
7 And, you know, there's a whole series of techniques that
8 you go through. You know, you hear somebody. You kind of,
9 you acknowledge that they've said, and you respond to them
10 directly. I'm not really good at giving -- well, how to
11 say it nice. Giving people -- blowing smoke, shall we say.
12 I'm a little more of a straight shooter in that regard.
13 But -- and if I don't know something, I'll say I don't know
14 something. If I'm wrong, I'll say I'm wrong. I'm not
15 really very political that way. But I think those things -
16 - if you come across as being honest, people will cut you a
17 little slack.

18 CHAIR BELNAP: Uh-huh. Okay. So I want to now
19 turn to the application. You served as a teacher for 33
20 years.

21 MR. FUKUSHIMA: Yes.

22 CHAIR BELNAP: What I want to ask you is, what
23 drew you to teaching, and why did you continue to serve in
24 that capacity for over three decades?

25 MR. FUKUSHIMA: I'll tell you the truth. I

1 originally started out because I was dating a woman that
2 was trying to become a teacher, and I was between jobs, and
3 I thought, well, I'll go in, I'll be a substitute teacher.
4 I'll try that out, just to get a paycheck. But it grew on
5 me pretty quickly, working with children, seeing that light
6 go on in their heads, making a difference. And so from
7 there I went ahead and started letting school -- if I liked
8 the school, I'd go into the principal after work and say,
9 I'm interested in a job with this school. Let me, you
10 know, let me know if anything comes up. And I ended up
11 basically choosing the school I worked at for most of my
12 career. I'm saying I stayed there ever since.

13 CHAIR BELNAP: I know it's in your application,
14 but I don't remember. What did you, what subjects did you
15 teach?

16 MR. FUKUSHIMA: I was an elementary, so pretty
17 much everything. To be honest, I wasn't a great art
18 teacher. A lot better at science. But, well, we're not
19 all good at everything, I guess.

20 CHAIR BELNAP: And what grades did you tend to
21 teach?

22 MR. FUKUSHIMA: Most of my career was in upper.
23 Mostly fifth grade. Yeah.

24 CHAIR BELNAP: So you said something in your
25 application I want you to expand on. I thought it was

1 interesting. I'll just read it verbatim. You said, "While
2 we, particularly in California, are far removed from the
3 segregation in the South of the last century, we always are
4 but a generation away from the loss of representative
5 democracy." So what I want to ask is, what threats to our
6 representative democracy exist, and what must what we do as
7 a society to mitigate those threats?

8 MR. FUKUSHIMA: Okay. I was struck when I
9 visited my stepson in Georgia last year, where he was
10 finishing basic training. The -- how people treated each
11 other. To an African-American or Caucasian down there, it
12 was as if they had two separate worlds. You didn't see
13 people mixing and talking to each other like you see more
14 of here. I was, I wonder, how do you start that
15 conversation? You know, that really did stick with me.

16 I think I've, honestly, I think I lost my train
17 of thought as far as the question goes.

18 CHAIR BELNAP: So the question was, what is, what
19 are some of those threats to our representative democracy?

20 MR. FUKUSHIMA: Okay. That can come back to
21 really what happened to my family. I mean, my parents, my
22 grandparents, my great grandparents were all put into
23 internment camps during World War II. It just, it didn't
24 take much, and they were stuck in a place they didn't want
25 to be for three years. If you -- I think allowing people

1 to see each other as people I think is important. It's too
2 easy to see another side, maybe through some event,
3 internal or external, as an enemy, as an other. And I see
4 this -- you know, you see this with children. You know,
5 you have to teach, you really have to teach children to be
6 civilized. They don't come out that way. But it's
7 something that we have to be mindful of. And you kind of
8 see it in a hyperpartisanship right now. People are seeing
9 other people not as people, but as the enemy or, you know,
10 we'll let -- you know, it's my team against their team.
11 Let's get those guys. I think that's an issue.

12 CHAIR BELNAP: Uh-huh. So what role do you think
13 the Commission takes in protecting our representative
14 democracy?

15 MR. FUKUSHIMA: To the extent possible, I think
16 we need to create opportunities for people to be
17 represented within their, within their boundaries.
18 Actually, I felt that the 2010 Commission did a fairly good
19 job of that. You know, of course there have been, there
20 have been, you know, cries of gerrymandering ever since it
21 came about. You know, that's the last thing you want to
22 have, because then that's how you lose the confidence of
23 the public.

24 CHAIR BELNAP: So you hail from Los Angeles?

25 MR. FUKUSHIMA: Yes.

1 CHAIR BELNAP: What experiences have you had
2 interacting with people from other parts of the State,
3 other than Los Angeles?

4 MR. FUKUSHIMA: It seems like 100 years ago. I
5 spent a couple of years up in the Bay Area when I was in
6 the Navy at that time. I've certainly traveled up and down
7 for recreation to the various things that the State offers.
8 And I guess that's pretty much about it.

9 CHAIR BELNAP: Okay. Thank you.

10 Mr. Coe.

11 VICE CHAIR COE: Thank you, Mr. Belnap.

12 Good afternoon, Mr. Fukushima. Thank you for
13 being here.

14 MR. FUKUSHIMA: Thank you.

15 VICE CHAIR COE: In your application you talk
16 about how you spent time as an officer in the U.S. Navy.
17 Obviously as a teacher, as you've covered before, and as a
18 rental property owner. Three very different roles that you
19 played there. Do you think there's any specific skills or
20 abilities that you acquired from these various roles that
21 would be beneficial to the work of the Commission?

22 MR. FUKUSHIMA: To take them one by one, I'd say
23 starting with Navy experience. Certainly I dealt with
24 people, even though they were all male, I dealt with people
25 from all kinds of different backgrounds. From different

1 parts of the country, and even actually internationally,
2 because we had quite a number of Filipinos that joined the
3 Navy.

4 Additionally, there was, of course, dealing with
5 stress that comes with that job, and a lot of analytical
6 work. So, yeah, I can, I feel I can do the -- do that part
7 of it, you know, without any hesitations.

8 As a teacher, a lot of communication skills came
9 in. As I've said before, just, you know, dealing with
10 parents, children, various stakeholders. Of course, even
11 dealing with other staff members that come from various
12 racial and ethnic backgrounds, also. I never found that
13 being the management by screaming, prototype that they --
14 that comes about really in the service a lot, worked very
15 well for me. You know, it worked better to, you know,
16 build a team, work with your people, have them trust you,
17 than to try to bludgeon people into doing something.
18 You'll get them to get -- I can stream a kid into doing
19 something one time, but they'll do it again on their own.
20 You've got to show them a path that's going to be
21 advantageous to them, and they'll keep doing it.

22 And as a landlord, of course you have -- you
23 know, by law, and actually if you want to be a successful
24 landlord, you've got to learn, know how to be fair. I
25 can't just be racist or, you know, even have the appearance

1 of being that if I'm going to be successful. And, of
2 course, people will come to you when they have their
3 issues. If I just blow them off, it usually doesn't go
4 well. If the tenant loses their confidence in you, they're
5 going to just trash the place and go, and then you've got a
6 problem. If you get -- well, nowadays with social media,
7 if you get a bad reputation, that's going to hurt you, too.
8 So, maintaining relationships is good, important there.
9 And, of course, keeping on top, you know, you've got to
10 keep on top of your numbers. You've got to keep on top of
11 the physical plant of the, you know, of your property, so.

12 VICE CHAIR COE: In your essays you indicate --
13 and I might be paraphrasing. I don't know if this is
14 exactly the language. That you're no stranger to making
15 difficult decisions. Can you provide us with some specific
16 examples of difficult decisions you've had to make, and how
17 those decisions perhaps resulted in you having to set aside
18 your own self-interest?

19 MR. FUKUSHIMA: Okay. Off the top of my head,
20 it's -- I think it would be easy sometimes as a teacher to,
21 you know, you close your door and you do your thing. And
22 sometimes it could be tempting, you know, to -- and I've
23 seen other teachers do defeat. They kind of teach the test
24 a little bit too much, kind of feed the kids some answers,
25 and then the kid gets a great score and they'd come around

1 crowing, look, my kids did so great on this test, you know,
2 so, whatever. But that's, is that real teaching? Yeah,
3 it's -- you can go home a little earlier. If, you know, if
4 they did great on their test, okay, I don't have to really
5 remediate or work on a lesson to help them. And I don't
6 think that really does anybody any service down the line.
7 To me, it was easier to just, we're not using you. It was
8 the right thing to do, to take that time, you know, spend a
9 little more time developing a lesson, remediating, getting
10 the child to a certain point.

11 Actually, I think when I wrote that particular
12 response, difficult decisions, probably had to do more with
13 things I've had to do in the service. You know, when
14 you're -- for example, as an officer of the deck, which is
15 when you're underway on the ship, you -- when I'm on watch
16 as officer of the deck for four hours, I'm in charge of
17 that ship for that period of time. And sometimes you have
18 to make decisions, you know. And I was lucky I was not in
19 war. I didn't have to make those kinds of decisions, but
20 certainly had to be trained for those kinds of decisions.

21 Specific examples. Without -- okay. I'll give you
22 one. We were on the Indian Ocean in, I think this was
23 about 1981. And this was right after the Iran hostage
24 crisis. So we were maintaining a very large presence out
25 there. The ship I was on was an underway replenishment

1 ship, which meant that we provided food stores and spare
2 parts to a carrier battle group. Most people think of a
3 carrier, okay, it's nuclear power, it can go for 40 years,
4 no problem. But with 6,000 people onboard, there's only
5 food there for four days. We had to replenish those ships
6 every three to four days, and we had to do it under cover
7 of night because of fear of attack.

8 In this case I came on to the 4:00 to 8:00 watch
9 in driving rain. We had the carrier on the left side, we
10 had destroyers and cruisers coming up on the right.
11 Additionally, we had two helicopters delivering cargo to
12 various ships -- yeah, this is a bad example, but anyway.
13 Yeah, I'm not -- in any event, we had an accident where a
14 destroyer hit the tire of a helicopter. Next thing you
15 know there's an emergency landing on the helicopter, and
16 we're spending our time trying to figure out what the
17 heck's going on, because you don't hear, you know, fire
18 alarms on the aircraft carrier when they're doing this kind
19 of evolution. The main thing was to keep calm for me. And
20 then eventually got the information in, and realized we --
21 there was nothing we could do at that point. But, sorry,
22 not the best example there.

23 VICE CHAIR COE: In your application, and a
24 little bit through your responses today, you've talked
25 about having worked with diverse groups of people. And

1 what you have you learned about -- what have you learned
2 from these diverse groups of people in terms of the
3 perspectives they may bring?

4 MR. FUKUSHIMA: Main thing I think I've learned
5 is that everybody really operates in their own self-
6 interest. That in the end, we all -- any organism does.
7 How they present that can be different. For example, we
8 have a Samoan family that -- I mean, they're on the second
9 generation at the school. How they respond when they are
10 embarrassed, you know, facially, they may grin, which may -
11 - you know, if you don't understand that, will put you --
12 can put people off, but it's to show embarrassment or, you
13 know, shame. Hispanic children generally will look down,
14 you know, I mean, that's also, you know, something to take
15 into account when you're dealing with people. So, just a
16 couple of small examples.

17 VICE CHAIR COE: So how does that type of
18 understanding about, perhaps different cultures, that like
19 you mentioned, how does that apply to the work of the
20 Commission?

21 MR. FUKUSHIMA: Okay. Well, I -- of course, from
22 what I understand, we'll be meeting with stakeholders from
23 very -- in various parts of the State that will have their
24 issues. Yeah. I think it will be important to understand
25 what their issues are, and why they're important to them.

1 Yeah. I think doing some research, I mean, whether, you
2 know, background research to understand, to make sure I
3 understand correctly what's going on. Because sometimes
4 people may say something, but their words may not correctly
5 identify what they're really looking for. You know, we're
6 not perfect communicators. I'm certainly proving that
7 right here, so.

8 VICE CHAIR COE: So one of the key things that
9 the Commission is going to have to do is to be able to
10 identify communities of interest. And we'd like to know
11 what your -- how do you define community of interest, and
12 how do you think the Commission could go about identifying
13 those across the State?

14 MR. FUKUSHIMA: Well, I certainly don't think it
15 will be cut and dried. Of course there will be -- I would
16 start, personally I don't -- rightly or wrongly, I would
17 start with what the last Commission did. I note that
18 things change in a decade, but just to see, just to get
19 kind of a background anyway. Data is, of course,
20 important. Census data will tell a lot. Of course it's
21 not perfect either. I think I'll learn a lot from talking
22 to people. You know, of course, again, I think it will be
23 an aggregate of acquired knowledge and of what's personally
24 experience.

25 VICE CHAIR COE: Mr. Belnap asked you about any

1 other regions in the State that you had experience in. And
2 you mentioned that you lived for a time in the Bay Area, is
3 that right?

4 MR. FUKUSHIMA: Yes.

5 VICE CHAIR COE: I wanted to see if you could
6 expand on that a little bit more. And I'd like to know if
7 you've been to any other regions across the State, and what
8 you did there and what you may have learned from the
9 different people you met in these different regions of the
10 State.

11 MR. FUKUSHIMA: Okay. Well, starting with
12 Oakland, it of course is a very different place 30-
13 something years ago. I thought of it interesting that, of
14 course, you had your different neighborhoods in Oakland.
15 And it certainly was a -- most of the time was actually
16 spent because the Naval Station was in Oakland versus San
17 Francisco, seeing the differences, because we, of course,
18 would go to San Francisco, go to Alameda, to visit places
19 like that. I had a aunt and uncle that lived in San Jose,
20 and I'd visit them from time to time. It was interesting
21 to see how different neighborhoods were, not just
22 affluence, but just kind of a character to them. But with
23 regards to other places, I've, you know, skiing in Mammoth,
24 visiting the desert areas, anywhere in between. Of course,
25 spending time in San Diego with the service, also. And

1 people are different but they're the same, too, you know,
2 in a lot of ways. It is interesting to see how they're
3 just, a lot of times they're little things that may look
4 the same on the outside, but then when you kind of drive
5 through a neighborhood, you know, maybe walk through a
6 neighborhood, you can kind of see things, and I sometimes
7 wonder, why do they -- you know, because I look at
8 property, too. It's just kind of a thing. And it's like,
9 well, why were these houses --

10 MS. PELLMAN: Five minutes

11 MR. FUKUSHIMA: -- built in this way? Just a
12 curiosity to me.

13 VICE CHAIR COE: So the Commission's going to
14 have to traverse the State and meet with the local
15 populations during the course of their work. What do you
16 think is going to be the most important thing that the
17 Commissioners would have to do in each of those places to
18 best inform their work?

19 MR. FUKUSHIMA: You mean inform their work
20 receiving information or giving out information?

21 VICE CHAIR COE: The information that they're
22 going to get that would help inform them in the course of
23 drawing the lines and the districts.

24 MR. FUKUSHIMA: To me it would seem to listen to
25 people, to ask questions. Okay. Yeah, again, circling

1 back, just kind of why this is important. What's, you
2 know, important to them. What is it that motivates them,
3 and that can tell you a lot.

4 VICE CHAIR COE: And one last thing before I run
5 out of time is, which aspects of being a Commissioner, if
6 you're selected, would you enjoy the most, and conversely,
7 which aspects do you think that you might perhaps struggle
8 with?

9 MR. FUKUSHIMA: I think I'd enjoy really seeing
10 more of the State that I've missed over these, all these
11 years, and meeting with these people. I will enjoy the
12 analytical part. The part I probably wouldn't care much
13 for, to be honest, and I'm hoping this won't come up, any
14 kind of conflict with my fellow Commissioners. That's --
15 you know, nobody likes to get in the fight. It's if you
16 do, then you probably shouldn't have this kind of job, just
17 in case. Yeah, it's never fun.

18 VICE CHAIR COE: I don't have any more questions.

19 CHAIR BELNAP: Okay. Ms. Dickison.

20 PANEL MEMBER DICKISON: Okay.

21 So, I was stepping out when you had brought up
22 your family's experience during World War II, I believe is
23 what --

24 MR. FUKUSHIMA: Yes.

25 PANEL MEMBER DICKISON: -- you were talking

1 about?

2 MR. FUKUSHIMA: Yes. Sorry.

3 PANEL MEMBER DICKISON: And I had a question on
4 that, so I hope it's not repetitive for you.

5 MR. FUKUSHIMA: No, no problem.

6 PANEL MEMBER DICKISON: Given the experiences of
7 your family during that time, how would that influence your
8 decisions as a Commissioner?

9 MR. FUKUSHIMA: I think one of the things my
10 family took from that is to participate, and to have your
11 voice heard. The -- my grandparent's generation, my --
12 they were second-generation, but they never spoke of this.
13 It was my parents who were children at that time that made
14 sure we understood what happened, why and what, to make
15 sure it never happens again.

16 And I, and so I clearly don't want to have that
17 happen to anybody else, where you're marginalized because
18 of something that you can't control. I mean, I understand
19 it won't be perfect. You know, there's going to be some
20 situations where you may not get the representation you
21 want, but we've got to try to make sure everybody has a
22 voice somewhere.

23 PANEL MEMBER DICKISON: So, communities of
24 interest are one of the things that the Commission's going
25 to have to figure out as they're drawing the districts.

1 Excuse me. As a member of Los Angeles, can you describe
2 any communities of interest that are in that area, and what
3 binds those communities together?

4 MR. FUKUSHIMA: I live more in the Long Beach
5 area, kind of the -- I actually live in Lakewood, which is
6 just north of Long Beach, and it borders Orange County.
7 But in Long Beach, which is a pretty much, pretty large
8 community in and of itself, you have several different
9 communities of interest. One, for example, my step-
10 daughter is an LGBTQ community. That's a large one. It's
11 interesting because they kind of overlap. Of course,
12 they're different ethnicities and different backgrounds,
13 but then they have that community layered on top of it.

14 You have different neighborhoods that are -- tend
15 to be more LGBTQ than others. You have a Cambodian section
16 in Long Beach, Hispanic, African-American, Caucasian. And
17 in different parts of Long Beach, it can look like a
18 different world as you drive through them. People are
19 gentrified by income, by communities or their ethnic
20 communities. It's interesting how they blend in, overlap,
21 interact with each other, and then they change.

22 When I moved into that area, and this was 1982,
23 there really wasn't a Cambodian, you know, Cambodian
24 section. They were -- I mean, you know, there were people
25 that were trying to leave Southeast Asia because of the end

1 of the Viet Nam war, and they were relocating there, but it
2 took a while for them to coalesce into a real community.
3 So, it does change. And the rental property I have in Long
4 Beach, I see that changing. It wasn't a -- when I bought
5 it, it was not really a great neighborhood place. I've had
6 lot of bars on the windows all around, but I've seen that
7 change, also, as different communities have moved in.

8 PANEL MEMBER DICKISON: So, what I heard you
9 describe is that there -- that you recognize there's
10 communities of interest in that area that are based on
11 socio-economic, sexual orientation preference, and also
12 ethnicity?

13 MR. FUKUSHIMA: Uh-huh.

14 PANEL MEMBER DICKISON: Did I get -- okay. And
15 you also mentioned neighborhoods as well. So, there is a -
16 - in drawing the districts of that area, in the regulations
17 that discusses cities, counties, cities, counties,
18 neighborhoods and communities of interest, and there's no
19 prioritization on that. Thinking about that, and is there
20 anything in -- how would you rank or rate these different
21 communities with cities, counties and that kind of thing
22 under the situations when there's conflict between them?

23 MR. FUKUSHIMA: Tough one. It's, personally I
24 would look at -- I would think it would be difficult to
25 give a blanket rule, because what may work in the City in

1 Long Beach may not work, you know, in Monterey Bay or
2 Humboldt or somewhere else, because the dynamics between
3 the people may be different. The governments, you know,
4 however the government is run, local government is run may
5 be different. It, you know, it's -- I can't -- I don't
6 know if I can give you a more specific answer than that.
7 It will take -- it would take a little work to kind of
8 discern the driving factors and that in that -- and the
9 conflict and, you know, how to resolve it.

10 PANEL MEMBER DICKISON: Okay. Let's see. In
11 your diversity essay you reference going through elementary
12 and junior high as an only, and that your similarities and
13 differences in people. And you mention that it's human
14 nature to have prejudices and to judge persons or groups.
15 Can you talk to me about -- or us about what your prejudice
16 or biases are, and how you would ensure that they didn't
17 affect your decisions in any way?

18 MR. FUKUSHIMA: Yeah. It's difficult. I'd say
19 if I were to really have a prejudice, I can be sometimes
20 impatient when people act silly. But as far as looking at
21 people of color or sexual orientation or any of that,
22 socio-economic, I don't really care about any of that. I
23 wouldn't have been a -- I wouldn't have lasted as a teacher
24 very long if I was like that. But, yeah, on the other
25 hand, I'd also know I'm not -- you know, we all have biases

1 that we're not familiar with. The best thing is to be
2 vigilant, you know, to have self-reflection. What am I
3 doing here? If this person's irritating me, why is that
4 happening? Is it because of what they're doing or who they
5 are?

6 And, really, with children, that's real
7 important. It's too easy to fall into patterns. And I've
8 seen other teachers do that, where someone, one teacher has
9 chosen a whipping boy in the classroom, and everything's
10 blamed on that kid, because -- when you look at the kid,
11 it's why this kid? You know, it's a tough one because, you
12 know, it's hard to sometimes see yourself.

13 PANEL MEMBER DICKISON: So, when the
14 Commissioners are selected, the first eight are selected,
15 and then later they select the final six. What qualities
16 would you be looking for if you were one of the first eight
17 in selecting the final six?

18 MR. FUKUSHIMA: Certainly, we need to be
19 analytical, I think, needs to be communication. I've
20 mentioned that several times. Being able to work with each
21 other. And I think circling back to an earlier question, I
22 would guard against selecting a hyperpartisan to begin
23 with, because it's hard to bring somebody back if they've
24 already, they're already set in that regard. I don't know
25 if it's inappropriate to say, intelligence would be

1 important, too. Yeah.

2 PANEL MEMBER DICKISON: I don't have any
3 additional questions right now.

4 CHAIR BELNAP: Okay. Then we'll turn the time
5 over to Mr. Dawson.

6 MR. DAWSON: Okay. Thank you, Mr. Fukushima. I
7 have a couple of follow-up questions based on some of the
8 responses you've given to the standard questions, and also
9 the Panel questions. Let's see. In your analytical skills
10 essay you discussed that you -- well, this was before the
11 internet. I notice you had a blue iMac, just going back
12 old school. You manually redrew the boundary lines for the
13 school's three tracts. "I don't know who did it before me,
14 but the neighborhood assignments were chaotic at best. I
15 was able to analyze the demographic patterns in our school
16 area and create a fair and logical set of boundaries, which
17 continued to be used for years, until the school eventually
18 went to a traditional school calendar." Can you describe
19 what you were talking about there?

20 MR. FUKUSHIMA: Sure. At the time L.A. Unified
21 was heavily impacted. We had not built a physical plant
22 school in 25 years or something like that. So we had been
23 placed on a three-tract system. So, if you have three
24 children -- three groups, you have enough space for two-
25 thirds of the school to be on at one time. You other third

1 will be on vacation. So you'd go on for four months then
2 you're off. Then we rotated. The idea was we were
3 supposed to be set up in such a way that the numbers would
4 be even, and that the neighborhoods would be kept coherent.

5 In other words, maybe these streets and this
6 neighborhood would all be in tract A, these would be in
7 tract B, and these would be in tract C, you know, so that,
8 you know, people would, if they're carpooling in or, you
9 know, have -- watching each other's children, that kind of
10 thing, they could work together. While the same, of
11 course, goes for homework and such.

12 When I looked at that at that time, it wasn't
13 anything like that. Yeah, it was roughly that way, but
14 there was a situation where there was one street, two-block
15 section of street that had all three tracts in it. So the
16 -- it was crazy. And the house next to you was on a
17 different tract, and the house across the street was on a
18 different tract. So, it took a little work to, you know,
19 just look at the numbers, look at all the addresses, look
20 at family relationships, and kind of come up with something
21 that would be workable for the parents, and students also.

22 MR. DAWSON: And so I assume this is pre-GIS
23 data? So this was hand drawn, a hand-drawn map that you
24 did?

25 MR. FUKUSHIMA: No, I traced all -- I traced

1 every day, basically.

2 MR. DAWSON: I see. But it seems like this would
3 be directly transferable to your work on the Commission, if
4 you were selected.

5 MR. FUKUSHIMA: Please give me a computer.

6 MR. DAWSON: My mom is a retired teacher, and so
7 I appreciate the dedication that you have shown in a life-
8 long, very noble endeavor. I was wondering if you -- you'd
9 mentioned in your diversity essay that the children in the
10 L.A. Unified School District, many different ethnic
11 backgrounds and walks of life. You talked a little bit
12 about that before. One thing that struck me is you said,
13 students come to a classroom with one thing in common,
14 their age. Can you expand a bit about that, discussion a
15 bit?

16 MR. FUKUSHIMA: Certainly. Even if I'm -- I was
17 actually discussing this with one of former fellow
18 teachers. I volunteer on Fridays at the school. I'm
19 building a science lab for them. But, you know, she's
20 teaching, currently teaching the gifted cluster in fifth
21 grade, which I had taught before in years past. But, yeah,
22 everybody assumes, for example, that gifted children all
23 come in, they're all on grade level, they're all super
24 smart, and they just -- you know, you just give them some
25 work and they'll just do it on their own. You don't have

1 to do anything, but it doesn't work out that way. They
2 come in with all different academic levels, and they come
3 in with different backgrounds. You know, where you kind of
4 have to understand where they're coming from a little bit.
5 You know, you'd still have to have standards. You have to
6 have expectations that they have to meet. But maybe the
7 path to get there might be different for student A and
8 student B.

9 We have to understand -- well, even things like
10 gender differences at -- and, you know, things like -- you
11 know, mostly it's the girls at that, in fifth grade. Some
12 of them start going through puberty and some are not. And
13 that changes dynamics, also. The social things like, it's,
14 you know, some good-looking boy in fifth grade. All of the
15 sudden these girls are giving him all kinds of attention
16 where -- and he's like, what the heck? I was just playing
17 basketball. But things like that, those interactions
18 happen, not to mention ethnic experiences or home-life
19 experiences.

20 We have -- we've had students that were
21 classified as homeless, and that brings its own challenges,
22 because where are you coming from? Well, you're more
23 worried about making sure you have something to eat and a
24 place to stay, rather than getting this homework done, or
25 trying to even think about going further in life. So part

1 of my job in that case might be showing them a path. Yeah,
2 there's a better place for you to go. Whereas another
3 child who's already self-motivated, it'd be a waste of time
4 to, you know, take that path with that child.

5 MR. DAWSON: In setting up the Commission, the
6 Voter's First Act contemplates that the Commission
7 represent Californians of all walks of life. And that has
8 a number of different dimensions, ethnic, racial, economic,
9 geographic. You are from L.A. County. L.A. County is
10 certainly not underrepresented in the Applicant pool. What
11 can you say about being a Los Angeles County resident, and
12 what can you bring to the Commission that perhaps someone
13 from another county or region would not be able to bring?

14 MR. FUKUSHIMA: I would go more towards, I think
15 experience as far as, you know, for example, L.A. Unified
16 has something like 90 different languages spoken in it, not
17 that I've spoken 90 different languages, but just, you
18 know, you go to even meeting with colleagues from different
19 parts of the city, and you listen to their challenges. If
20 you teach in Koreatown, it's real different than teaching
21 in South Gate, where I taught. And that's one example.
22 Just navigating through and seeing how things go. Change
23 is -- my grandparents had a service station in Downtown
24 L.A. for many years. Half my childhood was spent there,
25 seeing what -- how that neighborhood changed. It went from

1 being predominantly African-American to being -- actually,
2 carrying into Koreatown, that particular one. I grew up in
3 the San Fernando Valley, which when I was growing up was
4 semi-rural really, with, you know, I mean, there were farms
5 down the street from me, and that changed as I grew, also.

6 MR. DAWSON: I have no more -- are there follow-
7 up questions from the Panel? We have roughly 30 minutes.

8 VICE CHAIR COE: I had a quick one. If you were
9 selected to be on the Commission, as I mentioned before,
10 there's going to be quite a bit of travel and in different
11 communities, and a decent time commitment on that. How
12 would you balance that with your career as a teacher?

13 MR. FUKUSHIMA: Pretty simple. I'm retired. It
14 came down to the point where it made no further sense to
15 continue working as a teacher the way they've set up their
16 retirement system. So, I retired in June. So, my time is
17 flexible. I have certain things I have to do, like keep my
18 wife happy, but outside of that, things are reasonably
19 flexible for me. I can make do.

20 VICE CHAIR COE: All right. No further
21 questions.

22 CHAIR BELNAP: Okay. I don't have any follow-up
23 questions.

24 Ms. Dickison?

25 PANEL MEMBER DICKISON: No, I don't have any

1 follow-up questions. Thank you.

2 MR. DAWSON: Would you like to make a closing
3 statement to the Panel?

4 MR. FUKUSHIMA: I hadn't thought about that.
5 Well, I'll just thank you all for your time and allowing me
6 to participate in the process. I haven't done an interview
7 in probably 30 years, so it's kind of a different
8 experience for me. And we'll see what happens next. Thank
9 you.

10 CHAIR BELNAP: Okay. Thank you for being here.
11 We will now recess and we'll pick up tomorrow. We'll start
12 at 9:00 a.m., so a few minutes before that we'll reconvene.

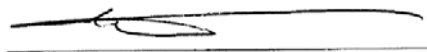
13 (Recess at 4:00 p.m.)
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Barbara Little

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