Exhibit C

Deposition Designations for

Rafael Anchia
25 Q In your experience with obstacles that Latino
1 Texans face with respect to education, do those
2 obstacles result from past racial discrimination, in
3 your opinion?
4 A I believe the vestiges of -- of past racial
discrimination have an impact on Latinos in -- in
5 education -- Latinos -- Latino educational attainment.
6 Q What are those vestiges of past
discrimination?
9 A Well, until very recently, if you look at a
10 continuum of Dallas Independent School District history,
11 Latinos didn't have access to comprehensive high schools
12 that were nonsegregated. They didn't have access to
13 magnet schools. They were two separate systems.
14 So large institutions like Dallas
15 Independent School District were slower to desegregate
16 and adopt -- adopt plans for -- for integration, for
17 access by Latinos to better teachers, better facilities,
18 more resources.
19 Q And you said "until recently." Is there -- in
20 your experience, is there a point where those vestiges
21 kind of stopped having an impact on Latino students in
22 Dallas?
23 A Well, there's a generational impact. So
24 it's -- you know, if the impacts occurred on parents,
25 often those -- if the impacts were felt by the parents,
1 often the -- those -- the by-product of those vestiges
2 can still be seen in -- in children and some of the
3 challenges that they face.
4 I think cutting public education is an
5 obstacle. Cutting public education funding presents an
6 obstacle to Latinos.
7 Q With respect to funding for public education,
8 obviously that's a -- it's a very important and debated
9 topic.
10 Do you think that the level of funding or
11 the underfunding of public education -- does that affect
12 all students in public schools equally, or does it have
13 a particular impact on any geographical area or group?
14 A I think -- I'd have to -- my gut feeling is
15 that impacts can be felt more profoundly in areas that
16 are already underresourced, where you have higher
17 percentages of poverty because parents often lack the
18 income to supplement what is not provided for in public
19 schools.
20 And so I think -- I think parents are
21 able to mitigate impacts in middle class communities
22 because they have more disposable income.
23 Q And does the difference in impact among
24 different areas or groups -- does that have something to
25 do with the way that public schools are funded in Texas,
1 the connection to property taxes, in your opinion?

68:17–69:4
17 All right. Let's talk about housing. Do
you believe that the Latino community in Texas faces obstacles in housing?

A Yes.

Q And what obstacles, to your knowledge, does the Latino community in Texas face with respect to housing?

A There are limited options in terms of financing. There are often either finance companies or brokers that take advantage of people in the Latino community because they may be Spanish-language dominant. Those are two examples just off the top of my head.

72:6-24

Q Okay. Let's move on to voting. Do you believe the Latino community in Texas faces obstacles in voting?

A Yes.

Q And what obstacles does the Latino community in Texas face with respect to voting?

A I would look to the photo identification requirement as an example.

Q Can you think of any others?

A I'd say language. Those are the two that are top of mind right now.

Q Okay. As you sit here, can you think of any other specific voting-related obstacles, other than the photo ID law and the language barrier, that Latinos face
20 with regard to voting in Texas?
21 A I'd say lack of same-day registration. I
22 think that would be a -- that would certainly be helpful
23 to the Latino community. Other than those three, I can
24 think of no others.

74:13-75:25
13 Q Have you ever heard any complaints -- again,
14 let's stick to Dallas County -- about, you know, people
15 who needed Spanish-language election materials, but they
16 were not provided or not available?
17 A Yes.
18 Q Can you recall -- can you tell me about that?
19 A So I've heard complaints about not having
20 Spanish-language personnel available at a polling
21 location, about not having Spanish-language written
22 materials available at a polling location. I've heard
23 specifically of those two examples.
24 Q How did you hear about those?
25 A From advocacy groups, nonprofit advocacy
1 groups.
2 Q Have you ever heard from a constituent or a
3 voter directly that, you know, Spanish-language either
4 assistants or materials were not available?
5 A On the assistant side, I have, yes.
6 Q How many people have complained to you about
7 that?
8 A Two or three. I mean, that's just a guess.
9 Q But you'd say less than ten?
10 A Less than ten.
11 Q For those -- stick to the voters for now. The
12 voters that you've heard from that couldn't get what
13 they needed as far as Spanish language materials, do you
14 know if -- whether or not they were able, ultimately, to
15 vote?
16 A I don't.
17 Q Okay. Do you know if there was any action
18 taken with respect to those people that you've spoken
19 to? Was there any action taken to get them the
20 necessary Spanish-language materials?
21 A Yes, by our office.
22 Q Okay.
23 A Yes.
24 Q And to the extent you recall, what did your
25 office do?

79:1-80:1
1 elections department.
2 Q Okay. Do you know for sure that they were --
3 A No, I don't. I don't.
4 Q So you mentioned the photo ID law. And
5 insofar as that is an obstacle for Latino Texans in
6 voting, is your knowledge regarding that confined to the
7 Dallas area or is it broader than that? Is it
8 statewide?
9 A It's broader than that.
10 Q Okay. Any specific areas or just generally in
11 the state?
12 A Generally in the state.
13 Q And what's the source of -- you know, what's
14 the basis of your knowledge about photo ID requirements
15 being an obstacle for Latino voters in Texas?
16 A I served on the Elections Committee for three
17 terms. I sat in on the Select Committee on photo
18 identification -- I think that's what it was called --
19 in 2011. I reviewed publication studies; came before
20 the committee; I heard expert testimony. That would be
21 my basis.
22 Q Do you recall any of the publications that you
23 saw regarding photo --
24 A I couldn't give you titles, but they were law
25 review articles, typically, or studies from the
1 Brennan Center or -- don't recall specifically.

81:10-84:4

10 Q Have you talked to individual voters or
11 constituents about the subject of photo ID and how that
12 might be an obstacle to voting?
13 A Yes.
14 Q Do you have a rough idea of how many
15 individuals you've talked to?
16 A No.
17 Q Do you think it's less than ten?
18 A No.
19 Q Do you think it's less than 50?
20 A No.
21 Q Do you think it's less than 100?
22 A No.
23 Q Do you have a range of how many individual voters you've spoken to about photo ID?
24 A No.
25 Q You think it's more than 100?
26 A Yes.
27 Q Okay. When you -- when you've spoken to individuals about photo ID, has anyone ever told you that they didn't have the necessary ID to -- that was required to vote?
28 A Yes.
29 Q Do you know how many people have told you that?
30 A Four, that I can think about. At least four.
31 Q Do you recall what the specific -- you know, what any -- sorry. Start over.
32 Q Do you recall what the specific problems were that these individuals were having with photo ID?
33 A Yes.
34 Q What are those?
35 A The State did not accept high school student ID as a proper -- as a valid form of photo ID. Would have been validly registered seniors in high school or possibly juniors that did not have -- they did not have -- they only had -- they did not have driver's
22 licenses. They instead -- their only photo identification that was government-issued was their school district ID.

25 Q Any other problems besides only having student ID that you can recall?
2 A Yes.

3 Q And what are those?
4 A So people who had out-of-state driver's licenses -- so they had photo ID, but not issued by the State, and people who had out-of-state driver's licenses, a driver's license from out of state, an expired passport, and a -- and a state-issued identification that was not on the list of acceptable forms of photo ID.

11 Q Do you recall what kind of state-issued ID that was?
12 A Yeah. It was a security badge for the Capitol.

15 Q Do you know if any of those individuals had attempted to get the -- forgetting what it's called -- the election identification card or certificate that the State offers?
19 A I don't.

20 Q Okay.

21 A And the other fact pattern was our firm represented a homeless man, tried to get him back into identification. He was validly registered. I was just asked about it because a lawyer who was handling the
25 case knew I knew something about election law, and this
1 person, turned out, was validly registered, or was --
2 was registered -- yes, was validly registered, but did
3 not have any form of photo ID and found it very, very
4 difficult to get photo ID.

138:11–139:3
11 Q Okay. Next sentence, "Texas has a long
12 history of discrimination against minorities in voting."
13 Do you have any personal knowledge about
14 the history of discrimination against minorities and
15 voting in the state of Texas?
16 A Yes.
17 Q Okay. Can you tell me what the basis of that
18 knowledge is?
19 A Having served on the Elections Committee for
20 three sessions and having received a significant amount
21 of testimony regarding that subject matter.
22 Q Okay. And based on your knowledge -- let me
23 break it down a bit.
24 When you say the "subject matter," are
25 you referring generally to voting discrimination or more
1 specifically to historical voting discrimination?
2 A Historical -- I'm referring specifically to
3 the history –

175:3–15
3 Q And you're not aware of any statement or
4 conduct by Ryan Downton that demonstrates racial animus;
5 is that right?
6 A I'd have to think on that, because I seem to
7 recall that during his campaign for state
8 representative, he had some relatively anti-immigrant
9 positions, but I'd have to go back -- that was my --
10 that is my general recollection, that he was -- he was
11 hitting Paul Workman pretty hard on being a contractor
12 and was saying some unflattering things about
13 undocumented workers, but -- so that -- that is my only
14 basis for calling into question his perspectives on
15 Latinos.

192:12-16
12 A Yeah. So you're saying this is one that I
13 prepared -- or that I -- that Mr. Raymond submitted on
14 my behalf.
15 So my belief in looking at this map is
16 that this is a map I worked on.

193:23-207:25
23 A No, I think -- I'm pretty sure there was a
24 similar plan that was submitted in the 2011 session, and
25 that was the baseline that we used for this plan. And
1 the real goal was just to be able to draw Districts 3
2 and 33 in Dallas and Tarrant. That was the...
3 Q Okay.
4 A To show that it could be done.
Q Okay. And so, let's see.

A And I will tell you I don't remember much about any of the other districts. Those are the two key districts that I was focused on.

Q Okay. So as you're sitting here, obviously there were some changes in DFW, but you don't recall any changes in other areas of the state?

A I was mainly focused on DFW.

Q Okay. And so is it accurate to say that the goal of District 3 was to create a Latino opportunity district in Dallas and Tarrant Counties?

A Yes.

Q Okay. And then so the goal of District 33 would have been to create an African-American opportunity district in Dallas and Tarrant County?

A Yes.

Q So how did you go about -- let's start with District 3. How did you go about accomplishing that goal in the process of drawing District 3?

A I really -- I don't recall, to be honest with you. I had even forgotten I submitted this. So I -- I really don't have a good recollection --

Q Okay. Did anyone --

A -- of the mechanics of the process.

Q Of course.

Q Did anyone assist you in drawing the 6 districts in Dallas and Tarrant Counties in Plan C238?

A Not that I recall.
8 Q Did you consult with anyone else before or
during the process of drawing this Dallas/Tarrant County
configuration in C238?
11 A Not that I recall.
12 Q Was Plan C238 -- was it ever presented to
members of the public for comment review?
14 A I don't believe so.
15 Q Okay. And members of the public didn't give
testimony on Plan C238; is that right?
17 A I don't believe so, no.
18 Q Okay.
19 A And I don't remember -- I don't even remember
if we offered it in committee or if it was just on the
floor. I just don't remember the process.
22 Q Okay. Do you remember -- kind of stepping
back from the mechanics of drawing, do you remember --
24 start over on the east side, and there's a blowup of
25 Dallas top right.
1 A Yes, sir.
2 Q Do you recall why -- there's that -- I'll call
3 it a tail for lack of a better word, but there's a --
4 kind of a strip of District 3 that runs kind of
5 southeast -- northwest to southeast across central
6 Dallas County.
7 Do you recall why that area was included
8 in the district?
9 A I don't.
10 Q Okay. Now, looking at this -- so still in
11 Dallas County, kind of between the Tarrant/Dallas border
12 and the long eastern boundary, would you agree -- it
13 looks to me like -- kind of like a pope or a cardinal
14 with a -- maybe with a pistol. Would you agree with
15 that?
16 A I don't know. I don't -- I don't see the part
17 that you're referring to.
18 Q Okay. Let's see. And then -- well, let's
19 talk about that area, whatever one might think it looks
20 like. These things are kind of like Rorschach tests
21 anyway.
22 A Yes.
23 Q Do you recall why any of the specific areas in
24 this kind of western Dallas County portion of the
25 district were included?
1 A I don't, not specifically, no.
2 Q You don't recall kind of what you were looking
3 for in drawing that district?
4 A I think I looked at the two existing
5 Hispanic -- or Hispanic-represented state rep districts,
6 so that would be the 103 and the 104, kind of as a
7 baseline in Dallas County.
8 And then I believe I -- that portion that
9 goes into what I would call Pleasant Grove, that's based
10 on a city council/school board district that is a
11 performing Hispanic district, so that was included.
12 So those generally were my thoughts in
13 Dallas County.
14 Q Okay. So the part that -- you said it was --
15 you would consider Pleasant Grove.
16 A Uh-huh.
17 Q That's this --
18 A Maybe that -- that tail that you were
19 referring to earlier.
20 Q Actually, here. We --
21 A I'll mark it for you.
22 Q Yeah, if you'll mark that on the exhibit.
23 A So this -- this portion here that I'm marking
24 (indicating) tracks roughly a city council/school board
25 district that -- that performs Hispanic.
1 Q Okay.
2 A And so that -- only part of it, right?
3 Q Okay.
4 A The rest blends into here (indicating),
5 into -- into the areas that are currently considered
6 roughly 103 and then roughly 104.
7 Q Okay.
8 A Right here (indicating).
9 Q And those are the areas -- you've circled
10 them, and they're kind of on both sides of the 3 on the
11 map, right?
12 A Yes, yes.
13 Q Okay. One north, one south?
14 A This is a baseline in Dallas County.
15 Q Okay. What about -- you can hang on to that.
16 So what about -- as the district travels
17 west, kind of across the county line into Tarrant, you
18 would agree that there's kind of a narrow strip that
19 runs east to west --
20 A Yes.
21 Q -- as we go into Tarrant, right?
22 A That is partially 103 and then partially in
23 District 105, that little strip.
24 Q The strip that's in Dallas County --
25 A Yes.
1 Q -- going to the border?
2 A For lack of a better term, the connector
3 strip --
4 Q Sure.
5 A -- to Tarrant County.
6 Q Sure. And then once we get into
7 Tarrant County, there's kind of a long stretch from the
8 border with Dallas, kind of runs west/southwest?
9 A Yes.
10 Q How was that area selected? Why was that
11 included in District 3?
12 A I seem to recall that many of those are
13 traditional Latino neighborhoods in Tarrant County
14 that -- that I thought we should connect.
15 Q Okay. Will you circle that. Just circle
16 that.
17 A Roughly these (indicating).
18 Q I see. So what you've just circled there,
19 that's kind of western region of CD 3 in this map,
20 right?
21 A Yes.
22 Q Okay. And -- okay. So if you look at it as
23 it goes into Tarrant -- I don't know; I'll try Rorschach
24 again. Maybe like a hissing snake or a fire-breathing
25 dragon. In any event -
1 A The western extremity of District 3.
2 Q Okay.
3 A Yeah.
4 Q And what about the connector strip between
5 that western extremity and the --
6 A I don't recall the characteristics of those
7 neighborhoods. I just don't.
8 Q Okay. How did you determine -- looking back
9 at the western extremity over in Tarrant County, how did
10 you determine that those were Hispanic neighborhoods?
11 A I don't remember exactly, but possibly using
12 the software.
13 Q Okay. Do you recall whether you looked at any
14 political data or election returns for purposes of
15 drawing this, District 3?
16 A I'm sure I did. I just don't remember.
17 Q Okay. Do you recall whether you looked at --
18 A Because usually after drawing the map, the
19 program spits out some of that data.
20 Q When you were selecting areas to include --
21 A And I'm referring to the mapping software, not
22 the program. I'm referring to the mapping software.
When you draw a map, there -- the mapping software automatically sort of processes data.

Q Right. Right. And --

A That's what I was --

Q And as I understand it, you can -- and this is Red Apple that you were using?

A Yeah, I don't know the brand.

Q Okay.

A I don't recall the brand.

Q Okay. As I recall, at least in Red Apple that I'm somewhat familiar with, you can -- can you select certain races -- political races as indicators? Like, for example, McCain/Obama 2008?

A Yes.

Q Okay. Did you do that? Do you remember?

A I don't remember.

Q Okay. Do you remember if you selected any election contests as -- you know, to give you kind of political feedback as you were drawing the map?

A I imagine I did, but I don't recall --

Q Okay.

A -- which -- which races I selected. I don't remember.

Q Do you recall if -- do you recall for sure that you did select some or --

A I imagine I did look at it, sure.

Q Okay. In the process of selecting areas to include in District 3, did you ever look at the
1 demographic makeup of certain areas as you were
2 considering whether or not to include them?
3 A Yes.
4 Q Okay. Do you recall what -- I mean, were you
5 looking at total population or SSVR? Do you recall?
6 A I -- I don't recall, but I imagine I looked at
7 all of that.
8 Q Okay. Now, taking District 3, do you recall
9 how this district would perform politically? Would it
10 be a Democratic district or a Republican district?
11 A I don't recall.
12 Q Okay. Was your purpose in drawing this
13 District 3 to draw an additional Democratic district?
14 A No.
15 Q Okay. What about 33? Do you know if that
16 would perform as a Democratic or Republican district?
17 A I don't know for sure. I suspect it would --
18 just based on voting proportions for African -- for
19 African-American populations, my gut reaction is that,
20 yes, it would probably perform as a Democratic district
21 and does today.
22 Q The current CD 33?
23 A The current 33.
24 Q Represented by Representative Veasey?
25 A Congressman Veasey.
1 Q Right.
2 A That's right.
3 Q But your purpose in drawing District 33 in
4 this map, it was not to create another Democratic
5 district?
6 A Correct.
7 Q Okay. Let's look -- if you'll -- oh, okay.
8 You've already got the -- all the numbers.
9 So we've got a variety of reports in that
10 little packet. And I'd like to have you turn -- these
11 are not paginated, unfortunately, but I'm looking at
12 the -- what's called -- the title is "American Community
13 Survey Special Tabulation."
14 A Yes.
15 Q That's in the center. And then top left in
16 really tiny print, it says "Red-116."
17 A Top left --
18 Q Do you see that?
19 A Yes.
20 Q Okay. Great.
21 So these two districts. Okay. We've got
22 3 and 33. That makes it easy.
23 I want to look -- so let's look at
24 District 3. And on this document, if you'll look over,
25 there's that column that's marked "Hispanic CVAP."
1 A Yes.
2 Q And that gives you a percentage. And that
3 shows 44.1 percent Hispanic CVAP in District 3; is that
4 right?
5 A Yes.
6 Q With a margin of error plus or minus 1?
7 A Correct.
8 Q Okay. And then move one column over, so the
9 black citizen voting age population -- or "black alone"
10 is what it says -- is 14.7 percent, plus or minus .7; is
11 that right?
12 A Yes.
13 Q And then let's see. And then a couple columns
14 over, it says, "Percentage white alone." And that says
15 37.6 percent, plus or minus .7; is that correct?
16 A Yes.
17 Q So it's accurate to say that no single group
18 comprises a majority of the citizen voting age
19 population in District 3 under Plan 238; is that right?
20 A Yes.
21 Q Okay. And -- however, if you aggregate the
22 Hispanic and the -- what they're calling the "black
23 alone" CVAP, you would get over 50 percent combined
24 citizen voting age population; is that right?
25 A Yes.
1 Q Okay.
2 A And my further thinking was that even if -- if
3 at this particular point in time, the Hispanic CVAP
4 wasn't over 50 percent, it was pretty darn close and
5 would probably get there --
6 Q Uh-huh.
7 A -- in a relatively short period of time,
8 although I couldn't tell you when.
9 Q Sure. Yeah. You know, I mean, it's an
10 interesting point. Look down at -- if you would, at 27
11 on this chart, and if you look at the Hispanic CVAP
12 there, that shows 42.4 percent.
13 A Yes.
14 Q Plus or minus .8; is that right?
15 A Yes.
16 Q Do you think the same thing would be true of
17 that district? I mean, obviously, it's a little bit
18 lower than 3, but you think the same thing would be true
19 of that district, that at some point in the future,
20 there's a chance it would become a Hispanic CVAP
21 majority, if you have an opinion?
22 A I don't have an opinion because I don't know
23 that area particularly well.
24 Q Okay.
25 A But, I mean, based on the really explosive
1 growth that we're having in the metroplex --
2 Q Yeah.
3 A -- I -- I feel pretty good about those
4 chances.
5 Q Yeah.
6 A We're having a lot of in-migration.
7 Q Yeah. Well, 27, that's the -- in this map,
8 it's the one that's kind of anchored in Nueces and then
9 goes up the coast and then kind of runs inland a little
10 bit -- not a little bit -- runs inland to central Texas.
11 It's that gray one down in the southeast, so --
12 A Yeah, I don't know what --
13 Q Okay.
14 A I don't know if they're shedding population or
gaining population.
15 Q Yeah.
16 A It's tough for me to tell.
17 Q Okay. Fair enough.
18 Q Now, did you look at -- did you look at
20 any -- any, you know, reconstituted elections, or did
21 you kind of run any mock elections to determine how
22 District 3 and 33 might perform?
23 A No.
24 Q No. Okay.
25 But you said you did think that you had
1 some kind of political indicator within the software?
2 A I'm sure I -- I looked at some numbers, but if
3 the question is, did I run an election, sort of
4 composite Hispanic candidate A or composite Hispanic or
5 Asian candidate, try to gauge, you know, voting pollers?
6 I -- no.
7 Q No.
8 A I didn't do any of any of that.
9 Q So you didn't check any racially-polarized
10 voting data?
11 A No, no. None of that. None of that.
12 Q And one of the ways that people tend to do it,
13 which you probably recall from the school board, rather
14 than trying to create a composite, often, people will
15 come up with a list of statewide elections and then
get -- you know, so you have actual votes in the precincts and then you kind of put all the precincts together that are in the new district and create a hypothetical result.

A And on the school board, it was a little bit more complicated because it was a nonpartisan election, and we were looking at May elections, so it was a different -- a different analysis.

Q Yeah. That's true.

Are you familiar with that -- that

Q Do you have an opinion whether Section 3(c) bail-in ought to apply to Texas?

A Yes.

Q What's your opinion?

A I think it should.

Q Okay.

A And it's interesting, because my view is that there has been historical discrimination, and we discussed this earlier. I've heard plenty of testimony on the history of discrimination in this state.

I have observed what appear to be now two federal courts that have found intentional discrimination -- although, those were vacated -- but the findings from these impartial jurists were that there was intentional discrimination with, I think, photo ID and redistricting, if I'm not mistaken. At
least photo ID.

Q Well, let's --

A So, let me just tell you -- Of course. Of course.

A -- that's my understanding. That's my understanding. And if that is the case, then we do have some contemporary finding. As a result, bail-in would be appropriate.

Q Now, with respect to the photo ID ruling out of the District of Columbia, it's your understanding that there was a finding of intentional racial discrimination by that court; is that correct?

A That's my understanding.

Q And you've read that opinion?

A No. I've probably read summaries of the opinion, but not in its entirety.