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SENATE REDISTRICTING SUBCOMMITTEE MEETING
TUESDAY, NOVEMBER 1, 2011

Transcribed by:
CLARA C. ROTRUCK
Court Reporter

1 T A P E D P R O C E E D I N G S

2 REPRESENTATIVE HUKILL: Okay, members,
3 could you please take your seat? We are going
4 to begin, members.

5 All right. The Senate -- members? Good
6 morning. The Senate Redistricting Subcommittee
7 is now called to order. Please call the roll.

8 THE CLERK: Representatives Boyd?

9 REPRESENTATIVE BOYD: Here.

10 THE CLERK: Caldwell?

11 REPRESENTATIVE CALDWELL: Here.

12 THE CLERK: Crisafulli?

13 REPRESENTATIVE CRISAFULLI: Here.

14 THE CLERK: Cruz?

15 REPRESENTATIVE CRUZ: Here.

16 THE CLERK: Ford?

17 REPRESENTATIVE FORD: Here.

18 THE CLERK: Jenne?

19 REPRESENTATIVE JENNE: Here.

20 THE CLERK: Kiar?

21 REPRESENTATIVE KIAR: Here.

22 THE CLERK: Logan?

23 REPRESENTATIVE LOGAN: Here.

24 THE CLERK: Nehr?

25 Rouson?

1 REPRESENTATIVE ROUSON: Here.

2 THE CLERK: Stargel?

3 REPRESENTATIVE STARGEL: Here.

4 THE CLERK: Williams, A.?

5 Williams, T.?

6 Workman?

7 REPRESENTATIVE WORKMAN: Here.

8 THE CLERK: Chair Hukill?

9 REPRESENTATIVE HUKILL: Here.

10 THE CLERK: Madam Chair, a quorum is
11 present.

12 REPRESENTATIVE HUKILL: All right, thank
13 you.

14 Good morning, members, and we have excused
15 absences from Chairman Nehr and from
16 Representative Trudi Williams. Thank you very
17 much.

18 All right, members, we are ready to go.
19 Later this month we will begin reviewing
20 complete, legislatively-produced options for
21 Florida's Senate map.

22 In preparation of that, today we are going
23 to examine some tools that the staff has
24 created for evaluating Redistricting Bills and
25 tracking the Bill and the amendment process.

1 First we will be hearing a presentation
2 from staff regarding the different types of
3 data and measurement tools available to us.

4 Second, we will hear a short presentation
5 regarding changes to myfloridahouse.gov to help
6 us and our constituents track redistricting
7 Bills and amendments.

8 And last, we will hear some additional
9 comments regarding maps that have been
10 submitted since our last meeting on
11 October 17th.

12 As you know, Chair Weatherford asked that
13 the public provide their maps prior to
14 November 1, so we want to be sure to summarize
15 anything of interest that came forward between
16 our last meeting and this one.

17 But before we go any further, I want to
18 take a few moments to note where we are in the
19 process and what is about to happen between now
20 and the beginning of session.

21 We are going to be looking at complete
22 options for maps brought forward at the
23 direction of myself and Co-Chair Nehr during
24 our next two committee meetings. Essentially
25 these meetings will be workshops. I envision

1 that we will be work-shopping one to two maps
2 at each meeting.

3 It was Chair Weatherford's request that
4 maps be work-shopped before being voted on, and
5 so we intend to follow through with that
6 directive.

7 If there is a member Bill filed before
8 November 14th, then we will look at those to
9 include those in the workshops as well. We
10 haven't had any filed yet at this point, I
11 don't believe. Member Bills filed after that
12 point will probably have to be taken up as
13 amendments.

14 For the first couple of plans that we look
15 at, Co-Chair and I -- Co-Chair Nehr and I have
16 asked that staff produce options that are
17 nearly entirely, if not completely entirely
18 based on public submissions, and we asked staff
19 to walk us through how it is that these
20 submissions attempt to comply with the law.

21 If we can workshop those plans in November
22 and December, then we will be able to vote on
23 the workshopped maps in the form of PCBs the
24 first week of session, which I believe is in
25 line with what the other two subcommittees will

1 be announcing this week.

2 We will work to provide you with any maps
3 that we workshop at least a couple of days
4 prior to the meetings so that you can prepare
5 for the meetings.

6 And with that, members, do you have any
7 questions? Representative Crisafulli.

8 REPRESENTATIVE CRISAFULLI: Yes, Madam
9 Chair. So, essentially, if we are
10 work-shopping between November 14th, and the
11 committee week in December, that will give us,
12 as well as the public, a chance to review them,
13 and then also give us a chance to amend them
14 before we vote in the January subcommittee.

15 REPRESENTATIVE HUKILL: Thank you,
16 Representative Crisafulli. Absolutely, yes,
17 that will give a lot of time, quite frankly, a
18 lot of time for the public to see it and for us
19 to also look at those maps and deal with
20 amendments.

21 Are there any other questions? Yes,
22 Representative Jenne.

23 REPRESENTATIVE JENNE: Thank you, Madam
24 Chair, I appreciate it.

25 Basically, since we are talking now and we

1 have a -- and I am not saying it is concrete,
2 but a timeline that we are working towards, I
3 know we haven't viewed all of the maps that
4 have come in on-line one by one and walked
5 through each of them on this Committee.

6 I am just kind of curious, are we going to
7 get to see all of them, or are some being
8 excluded because they are just impossible to
9 adhere to the amendments and creating
10 communities of interest?

11 REPRESENTATIVE HUKILL: Thank you,
12 Representative Jenne. None have been excluded,
13 they are all available to us, and if there is a
14 specific map or an issue that you want to
15 discuss, absolutely, we will discuss that.

16 I think in order to comply with the
17 timeline that we want to comply with, and that
18 is to workshop the maps that will be presented
19 on behalf of the Chairs and anything that
20 members have presented, I believe that what I
21 have outlined will meet that commitment, and
22 then we will be able to vote on them in
23 January.

24 Is there anything in particular that you
25 feel has been excluded or you need to talk

1 about?

2 REPRESENTATIVE JENNE: No. May I?

3 REPRESENTATIVE HUKILL: Go ahead.

4 REPRESENTATIVE JENNE: I just know you
5 love going through the Chair, so I want to make
6 sure that I do that.

7 Well, no, no, I just wanted to make sure
8 that any maps that we are potentially not
9 looking at, that the reasons are just because
10 they don't adhere to the amendments and things
11 like that.

12 REPRESENTATIVE HUKILL: Well, Alex, do you
13 want to answer that?

14 REPRESENTATIVE JENNE: Obviously, look, I
15 will publicly admit, I have seen some maps that
16 are impossible and they can't -- they can't be
17 used, but, you know, there are other maps that
18 are. So I am just wondering if -- what the
19 line of delineation for presentation here in
20 the Committee has been and will continue to be.

21 REPRESENTATIVE HUKILL: Thank you, Rep.
22 Alex.

23 MR. KELLY: Thank you, Madam Chair.

24 Representative Jenne, what we did was when
25 we brought forward maps for you to review in

1 the prior meetings and today is to make sure
2 that every issue was at least covered one time.

3 So several maps may have, for example,
4 created four majority-minority Hispanic seats
5 in south Florida. We made sure to at least
6 cover that issue one time. Several maps may
7 have created a legal difficulty, and, again, we
8 made sure to cover that issue at least one time
9 so you had a sampling of everything.

10 REPRESENTATIVE HUKILL: Is that --

11 REPRESENTATIVE JENNE: Thank you, Mr.
12 Kelly, thank you, Madam Chair.

13 REPRESENTATIVE HUKILL: Thank you very
14 much. Any other questions, members? Yes,
15 Representative.

16 REPRESENTATIVE CRUZ: Thank you, Madam
17 Chair. In looking at some of my notes from the
18 last meeting, I realize that there was a lot of
19 talk about making the preservation of a
20 minority district a priority, and I want to
21 know, is there a limit on how much we pack a
22 district with minority voters?

23 REPRESENTATIVE HUKILL: I am going to --
24 Alex? Yes, counsel. My mike wasn't on.

25 Counsel, would you come up, you are recognized.

1 MR. MEROS: Madam Chair, George Meros from
2 GrayRobinson. If I understood your question,
3 the question was what is the percentage by
4 which you can pack a district, a minority
5 district?

6 REPRESENTATIVE CRUZ: Madam Chair, let me
7 just look at my notes. I said did we -- my
8 question essentially is, do we improperly
9 over-pack a district with minority voters if we
10 do more than necessary to achieve a minority
11 seat and violate our criteria in the process?

12 I also want to know what if there was a
13 district drawn with like 80 percent Hispanic
14 population, would it violate the Constitution?

15 REPRESENTATIVE HUKILL: You are
16 recognized.

17 MR. MEROS: That all -- those questions
18 are all fact-specific to a particular district.
19 And packing means -- "packing" sounds like an
20 easy term. It is very much a complicated legal
21 term as to what is the population in a given
22 area, what does the district look like and how
23 else could the map be drawn to reduce a
24 particular percentage.

25 You talked about an 80 percent Hispanic

1 district. There are certain districts in south
2 Florida that have exceedingly high population
3 numbers in part because anywhere you go, the
4 population is substantially Hispanic. So the
5 question of how much is a district that is
6 packed or how much of a district is
7 under-populated with minorities depends on the
8 specific district, the population there, what
9 are the alternatives.

10 There are no pat answers or specific
11 percentages that one can ascribe, other than
12 looking at a particular area and the data
13 relating to that given area and that district.

14 REPRESENTATIVE HUKILL: Representative
15 Cruz, follow up.

16 REPRESENTATIVE CRUZ: Thank you, Madam
17 Chair. Just -- I want to make sure that I
18 understand. So if there is a district drawn
19 with 80 percent minority population, it could
20 be a Haitian population, it could be a Hispanic
21 population, any minority, any minority at all,
22 is there any violation of the Constitution?

23 MR. MEROS: Not necessarily, not as a
24 matter of certainty in isolation. It all
25 depends on each particular district, how each

1 district could be drawn, depending upon the
2 circumstances in that given area.

3 REPRESENTATIVE HUKILL: Representative
4 Cruz?

5 REPRESENTATIVE CRUZ: Thank you, Madam
6 Chair.

7 REPRESENTATIVE HUKILL: Thank you very
8 much. Representative Jenne.

9 REPRESENTATIVE JENNE: I apologize, a
10 quick follow-up based on -- if that is all
11 right --

12 REPRESENTATIVE HUKILL: Go ahead.

13 REPRESENTATIVE JENNE: -- based on
14 Representative Cruz' question.

15 What if the -- what if the district is
16 20 percent Haitian, 20 percent Cuban,
17 20 percent other, 40 percent white, would that
18 qualify as well?

19 REPRESENTATIVE HUKILL: You are
20 recognized.

21 MR. MEROS: When you say "other," what do
22 you mean?

23 REPRESENTATIVE JENNE: Pacific Islander,
24 Japanese, Ukrainian, whatever it may be, you
25 know, I don't know, but I am saying -- what I

1 am saying is if there are three minority
2 groups, minority group A, B and C, and there's
3 20 percent of minority group A of the
4 100 percent, 20 percent is minority group B and
5 20 percent is minority group C.

6 Now, they are all individual minority
7 groups, they are not of the same minority
8 group. Does that -- and then 40 percent white,
9 Anglo-Saxon. If that is the case, is that a
10 true minority seat by definition under the law,
11 you know, does that qualify? Because there are
12 three separate minorities, none of which equal
13 a majority, but when combined, do create a
14 majority, but in reality, the 40 percent white
15 population is the actual majority if you don't
16 have all those other communities coalesce as
17 one.

18 MR. MEROS: Again, there is no easy
19 answer. You take that particular situation.
20 First of all, you'd have to make sure that the
21 "other" are protected minorities under
22 Amendments 5 and 6, or Amendments 5 --

23 REPRESENTATIVE JENNE: Assuming that they
24 are -- I'm sorry, Madam Chair.

25 MR. MEROS: Assuming that they are, then

1 one of the questions would be, do you have to
2 preserve that, and then the question is, how do
3 those minorities vote? Do they vote alike or
4 do they not?

5 And does the white population vote as a
6 block against that population? And that --
7 that is the sort of analysis you have to
8 determine in a given area as to whether that
9 must be preserved as a minority district or
10 not.

11 So, again, I don't mean to be vague, but
12 each -- each of these answers is dependent upon
13 the facts on the ground in a given area.

14 REPRESENTATIVE JENNE: Thank you.

15 MR. MEROS: And also the performance --
16 forgive me, the performance in elections and
17 to -- whether these groups coalesce or do --
18 and vote the same, or whether the white
19 population votes as a block against it.

20 REPRESENTATIVE JENNE: Thank you, Madam
21 Chair. Thank you, sir.

22 REPRESENTATIVE HUKILL: Anything
23 further -- thank you. All right. Any other
24 members have a question?

25 Yes, Representative Rouson.

1 REPRESENTATIVE ROUSON: Thank you very
2 much, Madam Chair.

3 Just out of curiosity, there are a lot of
4 prisons in north Florida, and I am wondering
5 how that prison population is counted, whether
6 it is while they are there, where they come
7 from, their residence, but how is that
8 population dealt with in this calculation?

9 REPRESENTATIVE HUKILL: You are
10 recognized.

11 MR. MEROS: Representative, I believe, as
12 a matter of the federal census, that population
13 is counted where they reside in the prison at
14 that time.

15 REPRESENTATIVE ROUSON: Follow --

16 REPRESENTATIVE HUKILL: Is there a
17 follow-up?

18 REPRESENTATIVE ROUSON: Follow-up.

19 REPRESENTATIVE HUKILL: Go ahead, please.

20 REPRESENTATIVE ROUSON: So then the
21 demographics of the prison would be impactful?

22 MR. MEROS: If you have a prison in a
23 given district, the population there, whether a
24 minority or white population, would be counted
25 in that district, and that would be the

1 residence of the inmates.

2 REPRESENTATIVE ROUSON: Thank you.

3 REPRESENTATIVE HUKILL: All right. Anyone
4 else? All right, thank you. Thank you very
5 much.

6 All right. Members, we are going to go to
7 the book in front of us. If you look at tabs
8 one, two and three in your packets, our policy
9 chief, Mr. Bob West, will be giving today's
10 first presentation.

11 Tab one is the technical document that
12 Mr. West will be discussing, tab two is the
13 PowerPoint and tab three is the cheat sheet
14 regarding the terminology included in that
15 document. And with that, Mr. West, you are
16 recognized.

17 MR. WEST: Thank you, members, Chairman.

18 We are going to start out with some of the
19 basic figures that we are going to give you on
20 each of the plans that are coming forward, and
21 if you want -- for some of the terms that you
22 see in these reports, if you look at tab three,
23 you will have some definitions in there that
24 might help you along in knowing sort of the
25 shorthand that we used in the reports.

1 Anyway, we are going to start out with --
2 we are going to use as our example plan 104,
3 which is a congressional map, and first of all,
4 I want to go into how we name the maps.

5 The first part of the map -- the first
6 letter in the map tells you whether the map was
7 submitted to the Senate, or if it is an "H," to
8 the House. Then the next three letters tell
9 you whether it is a public map or not, and in
10 all of the maps that we have so far, they all
11 say "PUB" for public.

12 The next letter tells you what kind of map
13 it is, whether it is a plan for Congress, House
14 or Senate. And then the last numbers tell you
15 consecutively when it was -- when it was given
16 to the Committee, when it was submitted to the
17 Committee.

18 Now, starting with our next meeting, we
19 are going to use the same naming -- a little
20 bit different naming convention for maps that
21 come from the Legislature.

22 In this naming convention, you will start
23 out with an "H" if it is a House map and it was
24 presented in the House. You will have an "S"
25 if it came from the Senate. Then the next

1 three digits that you will have will be, if it
2 is committee map, it will be "000."

3 If it is an amendment or a Bill from a
4 member, what you will have in this place is
5 your district number. So if you are District
6 1, you will have a "1" here, and so on. Then
7 the next will be just like in the other naming
8 convention where you will have a "C," an "H" or
9 an "S." That tells you whether it is a
10 Congressional, House or Senate map. And then
11 the numbering here will be a little bit
12 different as well.

13 We are going to start out with 9001, and
14 all the plans that are submitted by members in
15 the House will have a 9001, 2 -- 1, 3, 5 and 7.
16 What we are going to do is just like we do with
17 Bill numbers, we are only going to use odd
18 numbers in the House, and in the Senate, they
19 are going to use even numbers.

20 Okay. Then when you submit a plan to the
21 Committee, we are going to run this report and
22 there's some basic information we are going to
23 look at on each plan to make sure that it is a
24 plan that follows -- that can be submitted.

25 The first thing we are going to look at is

1 the population assigned. And on this line,
2 both of these numbers should be the same, they
3 should be 18,801,310, which is the population
4 of Florida. If any population is not assigned,
5 then this number won't -- will not be right.

6 Then the other -- next number is the ideal
7 population, and this will tell you how many
8 people should be in each district. In a
9 Congressional map, you have 696,344 people that
10 should be in five different districts, and then
11 for 22 districts you have a remainder of one
12 person that needs to be in that district, and
13 so for 22 of the districts, you will have
14 696,345.

15 Then the next one will be the district
16 population range, and you will start out with
17 the least -- the population -- the district
18 with the least population will be the first
19 number that you see here, and then the district
20 with the most population will be the second
21 number.

22 Now, in Congressional, that should only be
23 one person apart. Now, House and Senate, this
24 may vary quite a bit from one to the other.

25 And then this will -- the next line will tell

1 you how many people that differs from the goal
2 or the target population, and then the
3 percentage of deviation.

4 And one of the things in the percentage of
5 deviation you want to look at is the total, the
6 total deviation for the plan. In legislative
7 districts, in federal law, it is around five --
8 five percent. For our districts, it is up to
9 you to decide how much deviation you want to
10 allow there.

11 Then you will have the geographic
12 fundamentals that will be coming -- that we
13 will be showing you. This is the geography
14 that makes up your district. And this one
15 should always have these -- the census blocks
16 assigned the same. It should be 484,481 on
17 both of those numbers, because that means all
18 the geography in Florida is assigned.

19 The next number is the number of
20 non-contiguous sections, okay. In any map, it
21 should only be the number one, and that is for
22 the Dry Tortugas. The Dry Tortugas you cannot
23 make contiguous to any other part, it is an
24 island off of the Keys. So all maps should
25 have one on there. If they have more than

1 that, we will have to go back and look at the
2 map.

3 Then the next number we are going to give
4 is some of your geographic numbers and we are
5 going to give you county splits. And what this
6 number is is of all the -- all the districts in
7 your map, how many counties did you split, and
8 this particular plan split 21 counties out of
9 67 total.

10 We are also going to give you the city
11 splits, and this map splits 77 cities out of
12 411. And the city splits, we are giving you
13 only incorporated cities. And then the next
14 one is VTD splits, or Voter Tabulation
15 Districts, and this is how many of those VTDs
16 were split, and there's 9,436 of those, and
17 this plan split 134.

18 The next part of the chart gives you the
19 racial breakdown of the map and what it does.
20 The first number -- or the first row in there
21 is what the current map, the map that elected
22 people in 2010, what the racial breakdown of
23 that map was.

24 Then the next map is the one that you are
25 looking at and evaluating, this is the new map,

1 and there is a comparison there that tells you,
2 okay, in the current map that people were
3 elected in, there was three people -- three
4 districts that had between 40 and 50 percent,
5 okay.

6 And you can look along the line at the 20
7 to 30 percent, there was five, and then you can
8 see the numbers get smaller as the percentage
9 goes up, because districts drop off from that
10 percentage.

11 Then the next thing is we have a number of
12 compactness measures, and in the literature
13 that I found in researching this, there's as
14 many as 36, and probably more than that,
15 compactness measures that have been used in
16 different places to evaluate districts.

17 One of the things that they talk about in
18 the literature is the -- getting the perimeter
19 of the district. And the problem that comes
20 and has been identified is what if your -- if
21 the edge of your district is along a river or a
22 lake or a bay.

23 Okay, your line would tend to be longer
24 than if it was along an Interstate. And so
25 what they do, instead of just taking the actual

1 measurement is they take a simplified version,
2 that is the blue dotted line that you can see
3 there, and you can see where the arrows are
4 where it doesn't quite follow the line, but it
5 sort of straightens it out, and in doing that,
6 it gives you a measurement that doesn't
7 penalize those districts that follow along
8 rivers and lakes and bays.

9 And then what we will do is we will give
10 you those numbers for each district, and we
11 have them for every district that has been
12 presented to the Legislature, we have the
13 numbers here so you can compare any district
14 with any other district that's been presented,
15 and the first line will have the map that you
16 are considering, and we will give you the
17 perimeter, or the edge, the distance if you
18 walked all the way around the edge of the
19 district, and then the area in miles of that
20 district, square miles of that district, and
21 then we give you a little comparison so you can
22 sort of see how they inter-react, the
23 relationship between those two. Then in --

24 REPRESENTATIVE HUKILL: Who is that? I'm
25 sorry, Representative Rouson.

1 REPRESENTATIVE ROUSON: A question, Madam
2 Chair?

3 REPRESENTATIVE HUKILL: All right, go
4 ahead.

5 REPRESENTATIVE ROUSON: Thank you very
6 much. And, I'm sorry, but on the slide where
7 you showed number of districts by race,
8 language --

9 MR. WEST: Uh-huh.

10 REPRESENTATIVE ROUSON: -- and you're
11 showing how it trailed off, would these be
12 considered communities of interest?

13 REPRESENTATIVE HUKILL: You are
14 recognized.

15 MR. WEST: I -- however you want to call
16 it. I am just giving you the numbers of the
17 actual people in the census that -- that is --
18 when they filled out the form, they filled out
19 black or they filled out Hispanic, and how --
20 how you want to deal with those, that's up to
21 you.

22 REPRESENTATIVE HUKILL: Go ahead.

23 MR. WEST: I think that is where I was at.
24 Oh, yeah, down here.

25 Okay. Then the next thing that we are

1 going to give you is we are going to give you
2 those same measures, but we are going to give
3 them to you in the simplified version, and that
4 is the number that you can see here. When I am
5 generally looking at the map, what you are
6 doing is you are looking especially at the
7 perimeter here, and you are looking for that to
8 be lower, because the lower the number, the
9 less people -- the less distance around all
10 those districts.

11 REPRESENTATIVE HUKILL: Okay. I would
12 prefer, members is there something that you
13 need in order to move forward on the
14 discussion?

15 A VOICE: Yes.

16 REPRESENTATIVE HUKILL: All right. Then
17 go ahead, please.

18 A VOICE: Thank you, Madam Chair, and I
19 appreciate it. I just -- under perimeter --

20 REPRESENTATIVE HUKILL: Uh-huh.

21 A VOICE: -- we were just trying to figure
22 it out, where it says 8,300, that can't be
23 miles, so -- and it can't be feet. So what
24 exactly is that?

25 REPRESENTATIVE HUKILL: You are

1 recognized.

2 MR. WEST: Miles.

3 A VOICE: 8,300 miles?

4 REPRESENTATIVE HUKILL: Members --

5 A VOICE: That is around every -- I'm
6 sorry.

7 REPRESENTATIVE HUKILL: Let's go through
8 the Chair now, hold on. You are recognized.

9 MR. WEST: Okay, sorry about that.

10 That is in miles, and what that is, and
11 maybe I wasn't clear, is it is the distance
12 around every -- all 27 districts, and then it
13 is added together into a combined number that
14 it gives you there for that particular report.
15 Later on we will get to a report that gives it
16 to you by district.

17 A VOICE: That makes sense. Thank you,
18 Madam Chair.

19 REPRESENTATIVE HUKILL: Thank you. Go
20 ahead.

21 MR. WEST: Okay. And the next measurement
22 we are going to give is when they are checking
23 compactness, they are looking for a dispersion
24 of the district, and so what they do is they
25 take a shape and they compare the district

1 shape to that shape, and one of the main ones
2 that they use is the circle. And so what we
3 are going to do is give you the measurements of
4 the circle compared to the district. You also
5 see people using rectangle and the square and
6 other shapes along with that, but this one
7 seems to be the most used.

8 So in your report, you are going to have
9 what the perimeter of the circle is, and then
10 what the area of that circle is, and both of
11 these numbers, if you want to look on a -- if
12 you are comparing plan to plan, you probably
13 want to look for a lower number on these as a
14 comparison and to tell you which one may be
15 less -- have less dispersion than the rest.
16 And then we give you the relationship of the
17 two together, and then we give you the
18 relationship of the circle to the district.
19 And especially I like to look at the acres
20 measurement. The closer that is to
21 100 percent, then the more the district is like
22 a circle. And then we give you the simplified
23 version as well so you can compare those
24 numbers.

25 And then some people say, well, circles

1 don't -- don't work for the districts that we
2 are looking at, and so what they use is the
3 convexed hull, and when they draw a convexed
4 hull around the district -- and this gets to
5 where you have indentations, you have concave
6 sections like you see on this district here, or
7 you have fingers that go out, and so it sort of
8 gives you a comparison for those kinds of
9 districts so that you can see. This is
10 probably good like in the Panhandle where --
11 you know, because the Panhandle makes sure that
12 you have elongated districts, this kind of
13 measurement would probably be a better
14 measurement for those areas. And then, again,
15 we give you those measurements the same as
16 before, and on these, you also want to look --
17 and you can see the percentage in the acres
18 here is a lot higher than it was for the
19 circle, because it more follows the district.

20 And then the other measurement we are
21 going to give you is the width and the height
22 of the district, and the width is the distance
23 -- the longest distance from the east side of
24 the district to the west side of the district,
25 and this is a combination, again, of all the

1 miles that were there. And then the height is
2 from the northernmost part of the district to
3 the southernmost part of the district in a
4 straight line, north and south. And then we
5 will give you the combination of the two so you
6 can sort of see what the relationships are, and
7 a number that would be lower would mean that
8 your districts were more square in that map.

9 Then the other area we are going to go is
10 population density. This is a population
11 rather than a geography-based measurement. And
12 what we do for this one is we take the center
13 point of every VTD that is in a plan and we
14 take and get the measurement as a bird flies or
15 as an airplane flies to the center point of
16 every other district -- every other VTD within
17 the district, and then we get those mileages
18 and then we find how much was -- how many
19 people were in both of those districts, and we
20 come up with a number of the people times the
21 distance for one, and then a multiplication of
22 all the people. Then we take those two numbers
23 and we divide them into each other, and that
24 gives you on the map -- that gives you on the
25 map the average miles that the people in that

1 district are apart. So a large number would
2 mean it is probably a rural district, it is
3 probably people are spread apart, and where a
4 lower number would mean it is probably more of
5 an urban district. And what this gives you,
6 because we have added all those together for
7 the whole map, this gives you an idea of how
8 compact your districts are by people according
9 to the map.

10 Then the other thing people say, well,
11 people on my map are very close together, but
12 we have this bay that sits between two parts of
13 the district, or we may have an Intracoastal
14 with no bridges on it, or we might have an
15 Interstate that cuts and there's not that many
16 crossover points, or we might have the
17 Everglades that's in the different parts of
18 your district. So this next measurement is --
19 I call it is the Bing density measurement,
20 because what we did is we took those same two
21 points that you saw on the previous slide and
22 said how far were they if you had to drive from
23 one point to the other point in the district.
24 So people may be able to see each other across
25 the bay or across the lake or across the stream

1 or a canal, but they may have a long distance
2 that they have to travel to go from one point
3 to the other. And so what we have done is
4 taken those same measurements and given you the
5 same relationships in the chart.

6 And another aspect that we have done in
7 that chart is we have given you the population,
8 the voting age population, the black population
9 and the Hispanic population. And this will
10 sort of raise some red flags. If these are a
11 lot different from each other, then you may
12 want to go and look at the district and just
13 see how it was drawn with those communities in
14 mind.

15 And then just as an extra, because we were
16 getting the miles from the Bing map program, we
17 also got the minutes it takes to drive. So
18 this -- members, if you want to know which
19 districts you are going to have to drive the
20 least on, the lower the number, the better.

21 We have -- then we have taken these same
22 numbers that we are giving you for the whole
23 map and we have broken them down district by
24 district, and so you can go and see each
25 district, what those measurements are and

1 compare them and just go down the line and see
2 -- look real quickly for ones where higher
3 numbers are, and then you can go over the map
4 and see, oh, why is this number high, and then
5 get an idea whether it is a -- something that
6 you want to talk about or maybe ask us
7 questions about during meetings or do some
8 further investigation on.

9 Then the next set of reports we have is
10 what we call the district core, and what this
11 is, this is a very common thing in
12 redistricting is they look how much the new
13 district is like the old district. And what
14 this will do is will give you first the new
15 district's number and then will give you its
16 populations, total population of that district
17 and what the deviation is, but then will give
18 you what district -- and this is a question we
19 get all the time -- well, what district is most
20 like this new district. And so we'll give you
21 the number, and you can see the first number,
22 the district is most like District 1, but if
23 you go down to 5, you can see District 5 is
24 most like District 6 in the new map. So you
25 can get an idea, okay, where -- how does this

1 thing sort of fall together. And then we'll
2 tell you what the total population is of just
3 those sections that are the same, and what the
4 percentage is. So you can see District 1 is
5 94, almost 95 percent the same as District 1 in
6 the current map. Then we will give you the VAP
7 of the core and the number of black people in
8 the core and the number of Hispanic in the
9 core.

10 Then you may -- we have another report
11 that sort of goes in detail on that district
12 and on that plan, and in this, we list the
13 district in the new plan, and then in the next
14 thing, we -- next column, we give you all the
15 districts that made up that new -- that new
16 district. And you can see District 7 is made
17 up of -- what is that, five parts -- five other
18 districts. And you can go down there and see
19 the people that were in common in each of those
20 districts -- from each of those districts, and
21 the percentage of people that came in from
22 those other districts, their common VAP.

23 Now, this one is a little tricky, this
24 next section, because what I do on the first
25 percentage for black is I tell you how much in

1 that piece of -- that section that is in
2 common, what the black population -- what
3 percentage of that section is black. And then
4 in the next one, I tell you of all the black
5 people in that new district, what percentage
6 this section makes up of that. And then I do
7 the same thing for Hispanic.

8 And then the next section that you will
9 see or the next report that you will see is the
10 splits, and what we will do is we will give you
11 a list of all the counties and cities that any
12 new plan takes in and has incorporated in it,
13 and then we will also go, and in red you can
14 see where there have been splits, like you can
15 see here, and what we will do is we will give
16 you -- the first part will be the name of the
17 city or county -- and we also do VTDs. On a
18 VTD, you will have a census number for it. And
19 then the next part is how many times was that
20 particular county or city or VTD split, and
21 that is the number that you can see after the
22 bar is there. And then in that split, how many
23 people are in that split. And as a side note
24 here, we are going to show you counties and
25 cities and VTDs that were split by people. If

1 there was geography that was split, we are not
2 going to report it here. You know, if it was a
3 lake that was on there and there was no people
4 in it, that kind of thing, we are not going to
5 report it as a split here, only if there was
6 people in it. And then the last number is the
7 total number of people in that city or county
8 or VTD, and that will give you an idea of, oh,
9 there's only 11 people in there, what -- maybe
10 -- why did you only take 11 people out of that
11 city, and you can ask those kind of questions
12 right up front and you will have a report to
13 help you with that.

14 And with that, that is the end of my
15 presentation.

16 REPRESENTATIVE HUKILL: Thank you so much,
17 Mr. West. Let me just ask you this question:
18 We will be receiving this type of report with
19 every redistricting map so that we can better
20 analyze that particular -- that particular map,
21 is that correct?

22 MR. WEST: That is correct. Each map that
23 is presented in committee will have a report --
24 a set of reports like this.

25 REPRESENTATIVE HUKILL: Thank you very

1 much.

2 All right. Members, any questions? Yes,
3 Representative Jenne.

4 REPRESENTATIVE JENNE: Thank you, Madam
5 Chair.

6 As I was looking through the booklet and
7 we went over everything, I noticed that there
8 was no political partisan information included,
9 and I was having a little side discussion with
10 my colleague, and apparently the Senate version
11 does include that type of information, but we
12 are not. And what I am wondering basically is,
13 so is there no way to use political data when
14 preparing a map, and if they're -- either way,
15 can you use political data to review a map as
16 well?

17 REPRESENTATIVE HUKILL: I am going to let
18 Mr. Kelly take that.

19 MR. KELLY: Thank you, Madam Chair.

20 Representative Jenne, political data is
21 available in the My District Builder
22 application, and I believe the Senate is
23 actually not using political data, but My
24 District Builder does have political data in
25 it, so if you are perhaps analyzing whether a

1 district is necessary or complies with the
2 Voting Rights Act and you would need to use
3 that data particularly with regression
4 analysis, that data is available to you in My
5 District Builder. And then, also, the data has
6 been made available on the Web to be downloaded
7 as well if any individual wanted to mine all
8 that data. But the data is in My District
9 Builder, it just doesn't appear in this report
10 here.

11 REPRESENTATIVE JENNE: Thank you.

12 REPRESENTATIVE HUKILL: Follow-up?

13 Members, any other questions? Don't see
14 anyone, no. All right. Thank you very much,
15 Mr. West, very interesting.

16 All right, members, at this point, I am
17 going to recognize Katie Crofoot, and Katie is
18 going to briefly discuss the changes to
19 myfloridahouse.gov that will help us and the
20 public track redistricting bills and amendments
21 as they move through the process. And as soon
22 as they are technically set up, we will let
23 Ms. Crofoot --

24 MS. CROFOOT: Thank you, Madam Chair.

25 This morning I will be presenting a brief

1 overview of the House Redistricting Committee's
2 new bills and amendments web page.

3 REPRESENTATIVE HUKILL: I know mine
4 wasn't.

5 MS. CROFOOT: Is it on now?

6 REPRESENTATIVE HUKILL: Okay.

7 MS. CROFOOT: Better? Okay.

8 This morning I will be presenting a brief
9 overview of the House Redistricting Committee's
10 new bills and amendments web page. This new
11 page will be available through the
12 Redistricting Committee's myfloridahouse.gov
13 page. Currently we are looking at
14 myfloridahouse.gov's home page. I am going to
15 navigate to our page now.

16 You'll see at the top of the screen, we
17 have a link to the new page, the 2012
18 redistricting bills and amendments resources
19 page. This link is also available through each
20 subcommittee's page. In the near future, this
21 link for this new page will be available and
22 prominently displayed on
23 floridaredistricting.org, as well as
24 myfloridahouse.gov's home page.

25 The purpose of this new page is to create

1 a one-stop shop for all committee actions
2 involving redistricting bills and amendments.
3 The need for this additional resource is
4 similar to why the House Appropriations
5 Committee also uses a web page separate from
6 the individual Bill pages to -- it is to
7 aggregate the information that is relevant to
8 particular and unique issues. This information
9 tends to go beyond what traditional Bill pages
10 provide.

11 Redistricting bills, the actual text of
12 the Bill can be several hundred pages of just
13 technical language, like geographic
14 descriptions of districts that are not as
15 useful as maps or statistics. Each
16 redistricting Bill will still have a
17 traditional Bill page where you can find the
18 formal text, the legislative history of Bill
19 references and so forth. However, here on the
20 redistricting Bill and amendments page, you
21 will find numerous maps and statistics that are
22 going to be more relevant to your review, as
23 well as your constituents' reviews of the
24 proposed maps.

25 So now let's go through the various parts

1 of this new page. Located at the top
2 right-hand side of the page are the status
3 report links. Right now they don't have any
4 content, because no official legislative action
5 has been taken by the Committees. When the
6 Committee begins to take action on proposed
7 bills, the reports will be populated. These
8 reports can serve as a cheat sheet for your
9 constituents who may wish to follow the
10 process, especially if it turns out that there
11 are a number of bills and amendments being
12 considered.

13 Next, at the bottom left of the screen is
14 where eventually bills will be found. Right
15 now we have loaded up the current maps just to
16 give an example of how a proposed Bill might
17 appear. These bills will be displayed in order
18 of relevance, such as bills that are still
19 moving through the process will be displayed
20 closer to the top of the page.

21 So let's look at one, for example. If you
22 click the first box, a menu will drop down.
23 This includes links to relevant web pages, maps
24 and files. The first link will take you to the
25 traditional Bill page that I mentioned earlier.

1 The links following will take you to different
2 map viewing options, including a link to the
3 Committee's blog site, which will allow
4 visitors to comment on any proposed bills.
5 This information is live right now, and it is
6 public, but, again, the specific links here are
7 just examples of what the site will look like
8 when bills and amendments are being considered.

9 Next, if you turn your attention to the
10 "Resources" section, the right side of the
11 screen, this is where you can find helpful
12 links. The first link will take you to
13 floridaredistricting.org, the second to My
14 District Builder. The third link will take you
15 to a document that will direct you as to how to
16 save a map and view a file with My District
17 Builder. You may wish to do so if you -- you
18 may wish to click on this link if want to
19 create an amendment to a filed redistricting
20 Bill and you wish to start with the filed Bill
21 and make changes from there.

22 The last two links here relate to the
23 redistricting rules and procedures, including
24 the September 27th memo from the House Rules
25 Committee and the procedures for amendments in

1 committee that were adopted last April. And in
2 this regard, what is unique about this page,
3 and it is similar, again, to the House
4 Apportionment Committee's page, it is equally
5 of use to you and the public. Traditionally,
6 you and your staff probably used LEGUS for much
7 of your legislative review, and
8 myfloridahouse.com is mostly for the public's
9 use. Well, this page is of equal use to both
10 the Legislature and the public.

11 Now, looking below the resources is where
12 the amendment information can be found. This
13 consists of two sections: The "Pending
14 Amendments" section above, and the "Amendments
15 Already Considered" section below. These
16 sections will be displayed in a similar manner
17 to the "Bills" section. Each amendment will
18 include a drop-down menu with links. This
19 section will also start to be populated once
20 the Committees have started taking action on
21 amendments.

22 Earlier in this meeting, Bob West
23 discussed the numbering system of the proposed
24 maps. It is important to note that when you
25 visit the page, you will see the official Bill

1 numbers, along -- which the official Bill
2 numbers will always have the 6000 series, but
3 you will also see in parentheses the
4 redistricting plan file number that are
5 assigned by the Committees, and that is what
6 Bob West went over earlier. This is important,
7 because if an amendment is adopted to a
8 redistricting Bill, then both the Bill and the
9 amendment will have the same plan file number,
10 so the same plan and file number might appear
11 under the "Amendments Already Considered"
12 section, as well as in the "Bills" section.

13 Furthermore, if and when amendments are
14 filed to redistricting bills, you will receive
15 an e-mail notice from the Committee with
16 attachments and links to this page. So this
17 page will serve as a means for you to view and
18 study redistricting amendments that have been
19 filed.

20 That concludes my presentation, Madam
21 Chair. I would be happy to answer any
22 questions.

23 REPRESENTATIVE HUKILL: Thank you very
24 much, Ms. Crofoot.

25 All right, members, any questions? Yes,

1 Representative, go ahead.

2 A VOICE: Thank you, Madam Chair.

3 Actually, this is more of a question for
4 yourself just on procedure. We were trying to
5 figure this out. If somebody -- if a
6 Representative files a map, is it similar to a
7 normal Bill, does there have to be an identical
8 Senate sponsor? Is that how this works? I
9 mean, if somebody decides that they want to
10 file a map, do they then have to go find a
11 Senate sponsor to file the identical map and
12 then they have to be correlating?

13 REPRESENTATIVE HUKILL: No.

14 A VOICE: No, okay. Thank you.

15 REPRESENTATIVE HUKILL: Anything else?

16 Okay. Members, any other questions?

17 Thank you very much. Excellent.

18 All right. Now we are going to proceed,
19 members, to tab four, and I am going to ask our
20 staff director, Alex Kelly, to briefly explain
21 the material in tab four. Mr. Kelly, you are
22 recognized.

23 MR. KELLY: Thank you, Madam Chair.

24 And actually, to the question that was
25 asked earlier about other additional plans that

1 have been filed, what we wanted to do today was
2 just go over some of the plans that have been
3 filed, or some of the plans from the public
4 that have been filed since the last meeting
5 that you had on October 17th, and I will skip
6 through the presentation to get to the portion
7 that shows the maps. But there have been
8 several plans filed since the last meeting, and
9 what we will highlight today are just some of
10 the nuances and new type of information that
11 were filed in those plans. Forgive me for the
12 clicking.

13 Since the last meeting, the 94th plan that
14 was submitted by the public was actually unique
15 in that it was -- it was only addressing Palm
16 Beach and Broward Counties, but it was the
17 nearest of its kind that essentially recreated
18 something similar to the current Senate
19 District 29, which is a majority-minority
20 African-American district. The current
21 district today has a voting age -- black voting
22 age population of just over 60 percent. This
23 recreation, relatively speaking, has a
24 population -- a voting age population of a
25 little more than 55 percent, albeit the current

1 district is seventy-two -- almost 73,000 people
2 short of the ideal population to the current
3 district, we need to grow substantially, but,
4 again, this stuck out as a particular proposal
5 that hadn't been seen much in those before
6 your last review.

7 The 95th submission that was received from
8 the public created a Hispanic majority
9 district, District 17, in central Florida, and
10 the district that it created had a 50.07
11 Hispanic voting age population, and there were
12 multiple plans that came forward in all three
13 maps, House, Senate and Congressional, in
14 recent weeks creating additional opportunities
15 for the Hispanic community in central Florida,
16 and this was an example of one of those.

17 This plan is interesting in that it
18 creates five Hispanic majority seats in south
19 Florida; however, getting into some of the
20 nuances of how voter registration data, for
21 example, works, what this does is it creates
22 five Hispanic majority seats in south Florida,
23 however, the voter registration for three of
24 those five seats for the Hispanic community is
25 actually less than 50 percent. So it is

1 questionable as to whether that those districts
2 would actually perform for a Hispanic
3 candidate, which is a relevant factor in a
4 review of districts like this. The existing
5 three majority-minority Hispanic seats in south
6 Florida have a voter registration exceeding
7 63 percent. And just to give you a bit of a
8 closer view of the districts that were created,
9 the next page in your packet gives you that
10 view. I'm sorry, I should say this is all
11 under tab four.

12 The 102nd plan submitted was similar to
13 the one prior in that it creates a Hispanic
14 majority seat in central Florida in this -- and
15 in Polk, Osceola and Orange Counties. In this
16 particular case though, the individual creating
17 the map recreated something similar to the
18 existing African-American district that exists
19 also in the Orlando area, and then around that,
20 very much you seem to use whole counties to
21 draw the districts around it. So it was just
22 an interesting example of how to create those
23 districts and then fit them into the greater
24 central Florida community.

25 The 113th submission, along the lines of

1 the prior map that you looked at, attempts to
2 create an additional Hispanic majority seat in
3 south Florida, and does create it, and in this
4 case, all four Hispanic majority seats in south
5 Florida have a voter registration exceeding
6 50 percent; in fact, they all exceed
7 53 percent. So in that particular case, they
8 would be more likely to perform for Hispanic
9 candidates than the example that tried to
10 create five seats that you looked at prior.
11 And this is just a closer look at some of those
12 districts.

13 And this particular map does recreate an
14 African-American majority seat as well in that
15 area, but it does eliminate an African-American
16 seat that traditionally elects African-American
17 candidates, Senate District 39, that has a
18 29 percent black voting age population. So it
19 eliminates that district essentially to create
20 the additional Hispanic majority seat.

21 And the last particular submission is
22 interesting as a whole in that this particular
23 map, the map drawer only split 18 cities across
24 the entire state; in fact, this same map drawer
25 submitted a Congressional map where he only

1 split four cities across the entire state, very
2 difficult task to do. If you are using the My
3 District Builder application, there is a layer
4 in the application that allows you to look at
5 the boundaries of incorporated cities, so this
6 individual had to have spent a considerable
7 amount of time to create a plan that only split
8 18 cities statewide. The downside to the plan
9 is that it does -- it does probably diminish
10 from some of the African-American districts
11 that are in the existing map today, but,
12 nonetheless, it was interesting that it only
13 split 18 cities.

14 And, Madam Chair, with that, that is the
15 information I have to present.

16 REPRESENTATIVE HUKILL: Thank you so much,
17 Mr. Kelly.

18 Members, any questions? Yes,
19 Representative Jenne.

20 REPRESENTATIVE JENNE: Actually, I am not
21 quite sure who this question should go to, I am
22 not sure if it should go to Mr. Kelly or
23 someone else, but if we were to adopt a public
24 submission or part of a public submission, do
25 we need to worry about the intent of the

1 individual, or is intent only our legislative
2 intent that we need to worry about? What I am
3 basically saying is obviously if this was a --
4 a member of the Legislature created a map and,
5 you know, we -- the intent would come into
6 play. If a member -- if we go with a map that
7 is either wholly or partially created by a
8 member of the public, do we need to be
9 concerned about their intent, or is it
10 irrelevant?

11 REPRESENTATIVE HUKILL: Mr. Kelly.

12 MR. KELLY: Thank you, Madam Chair.

13 Representative Jenne, the intent of the
14 Legislature is what you have to be concerned
15 with. An individual in the public could have a
16 reason that is in harmony with the law or
17 slightly in conflict with the law to come
18 forward with a map, but if you as the
19 legislative body decide to adopt the map for
20 reasons that you believe comply with the law,
21 ultimately your intent is what matters.

22 REPRESENTATIVE HUKILL: Anything else?
23 Follow-up?

24 REPRESENTATIVE JENNE: Thank you.

25 REPRESENTATIVE HUKILL: Okay. Members,

1 any other questions? No questions?

2 Okay. Well, thank you very much. You
3 know what, I think that is the end of our
4 presentation. You guys are very quiet this
5 morning. Members, any other comments? We will
6 be ready to start looking at maps next time.

7 All right. If there are no other comments
8 or questions, Representative Jenne moves we
9 rise.

10 (Whereupon, the proceedings were
11 concluded.)

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C E R T I F I C A T E

STATE OF FLORIDA)

COUNTY OF LEON)

I hereby certify that the foregoing transcript is of a tape-recording taken down by the undersigned, and the contents thereof were reduced to typewriting under my direction;

That the foregoing pages 2 through 51 represent a true, correct, and complete transcript of the tape-recording;

And I further certify that I am not of kin or counsel to the parties in the case; am not in the regular employ of counsel for any of said parties; nor am I in anywise interested in the result of said case.

Dated this 20th day of February, 2012.

CLARA C. ROTRUCK

Notary Public

State of Florida at Large

Commission Expires:

November 13, 2014