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HOUSE REDISTRICTING SUBCOMMITTEE MEETING
THURSDAY, NOVEMBER 3, 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 SCHENCK: All right,
3 members, good morning. It is great to see some
4 of you so bright and early this morning. I do
5 have good news before we start. This will
6 probably be our last 8:00 a.m. meeting. I know
7 Co-Chairman Dorworth requested it, he likes to
8 meet early like this, but I prefer us to meet
9 after the sun comes up.

10 So with that, Ben, go ahead and call the
11 roll.

12 THE CLERK: Representatives Baxley?

13 REPRESENTATIVE BAXLEY: Here.

14 THE CLERK: Bernard?

15 REPRESENTATIVE BERNARD: Here.

16 THE CLERK: Campbell?

17 REPRESENTATIVE CAMPBELL: Here.

18 THE CLERK: Clarke-Reed?

19 REPRESENTATIVE CLARKE-REED: Here.

20 THE CLERK: Corcoran?

21 REPRESENTATIVE CORCORAN: Here.

22 THE CLERK: Diaz?

23 REPRESENTATIVE DIAZ: Here.

24 THE CLERK: Dorworth?

25 REPRESENTATIVE DORWORTH: Here.

1 THE CLERK: Drake?

2 REPRESENTATIVE DRAKE: Here.

3 THE CLERK: Frishe?

4 Hooper?

5 REPRESENTATIVE HOOPER: Here.

6 THE CLERK: Julien?

7 REPRESENTATIVE JULIEN: Present.

8 THE CLERK: Nuñez?

9 REPRESENTATIVE NUNEZ: Here.

10 THE CLERK: Rogers?

11 REPRESENTATIVE ROGERS: Here.

12 THE CLERK: Young?

13 REPRESENTATIVE YOUNG: Here.

14 THE CLERK: Chair Schenck?

15 REPRESENTATIVE SCHENCK: Here.

16 THE CLERK: Mr. Chairman, a quorum is
17 present.

18 REPRESENTATIVE SCHENCK: Okay, excellent.

19 All right. Members, today we are going to
20 continue our work on what we have been working
21 on, which include options for major population
22 centers, trade-offs between whole communities
23 versus cross-jurisdictional communities, and
24 options for racial and language minority
25 communities. We will also more closely examine

1 some of the measurement tools that staff has
2 provided to us for evaluating current and
3 prospective districts. We will also hear a
4 short presentation regarding the page on
5 myfloridahouse.gov that you and the public can
6 use to track redistricting bills as they move
7 through the process.

8 So, members, here -- this is where we are
9 at today. During our next two meetings, which
10 is the one in two weeks in November and the one
11 we will have in December, we are going to plan
12 to workshop between four and five House maps.
13 These meetings will be workshops. There will
14 be no votes taken at these meetings. The
15 meetings are meant to adhere to what Chairman
16 Weatherford asked back in September, which is
17 that, time permitting, redistricting bills will
18 be workshopped before they will be voted on.

19 So based on our meetings so far, public
20 input and legal requirements, our staff will be
21 presenting us complete options for State House
22 maps. At this point, no member bills have been
23 filed. If there are any member bills filed
24 before our November 14th workshop, then we will
25 try to work those in to workshop those as part

1 of the process as well. If they are filed
2 after November 14th, then we will have to look
3 at those as amendments to any maps that we are
4 considering.

5 Based on what we are doing here, I believe
6 this syncs up with what the other redistricting
7 subcommittees are doing as well. We will have
8 workshopped these options for maps and then
9 given a full month between our workshops and by
10 the time any maps are voted on so that you,
11 your constituents and anyone else interested
12 will have a full month, again, to review, give
13 input and thought before voting on these in
14 session.

15 As far as what our staff will bring
16 forward as options in the next couple of
17 meetings, co-Chair Dorworth and myself have
18 asked staff to bring forward options that do
19 three basic things. The first is they must
20 reflect the comments and discussions made
21 during our meetings, including any additional
22 points that are raised today; second, they must
23 reflect strict adherence to federal law and the
24 plain language of Florida's new constitutional
25 standards for redistricting; and they must

1 reflect distinguishable alternatives between
2 how the second tier standards in Florida law
3 are applied and given preference, those
4 standards being compactness, equal population
5 and the use of political and geographical
6 boundaries. And we make that third point
7 because of comments that we are hearing from
8 some of you, questions that members of this
9 subcommittee are asking about how these
10 standards interact with each other. So our
11 goal is to actually see proposals that show and
12 compare and contrast in a way that give you a
13 real set of distinguishable choices.

14 With that said, members, before Mr. Takacs
15 gets into his presentation, do you guys have
16 any members on where we are currently at, where
17 we are going or the process in which we are now
18 a part of? No questions or comments?

19 Okay. Seeing that most of you look half
20 asleep, I will judge that as a good thing. And
21 so with that, Jeff, it is your show, it is your
22 job to liven things up a little bit.

23 MR. TAKACS: Thank you very much, Mr.
24 Chairman. I have prepared a series of show
25 tunes, if you are interested, or I could just

1 talk about redistricting.

2 REPRESENTATIVE SCHENCK: I choose the show
3 tunes, but then I will probably get in trouble
4 later, so we'd better go with the redistricting
5 stuff.

6 MR. TAKACS: Thank you, Mr. Chairman.

7 Members, if you will turn to tab four in
8 your booklets here, what we are going to do is
9 pick up where we left off two weeks ago talking
10 about the major population centers.

11 If you remember this map from two weeks
12 ago by county, these are the most populated
13 areas of the state. Two weeks ago, we
14 discussed the populated counties of Duval,
15 Orange, Hillsborough and Pinellas Counties.
16 This week we are going to conclude the most
17 populated counties by looking at Palm Beach,
18 Broward and Miami-Dade Counties. So jumping
19 right in, we are going to start with Palm Beach
20 County.

21 Currently, Palm Beach County has ten
22 districts that are all or in part located
23 within it. The districts that are solely
24 within the county are Districts 83, 84, 85, 86,
25 88 and 89, while Districts 78, 82, 87 and 90

1 are located within a portion of Palm Beach
2 County. Currently, the population of Palm
3 Beach County is roughly 1.32 million, which is
4 about enough for 8.4 House districts, depending
5 on how many county splits that you have.

6 Thinking about that, thinking about Palm
7 Beach County having to be split at least once,
8 similarly to what we did two weeks ago, it is
9 important to look at the neighboring counties
10 and their populations since Palm Beach County
11 has to be split at least once. If you look at
12 Martin County to the north, its population is
13 146,318. If you look to Broward County to the
14 south, its population is one point -- roughly
15 1.75 million. And then if you look to the
16 west, Hendry County, there you can kind of see
17 it on the screen, it comes to a point there
18 west of Palm Beach County, its population is
19 39,140.

20 What I would like to do now is show an
21 example of a map that was submitted to us
22 relatively recently by a member of the public.
23 It is map number 107 by Mr. John Libby. What
24 this map does is that it favors very small
25 population deviations and compact-looking

1 districts over the creation potentially of
2 minority districts, as well as crossing county
3 boundary lines. And what I mean by that is
4 that in Mr. Libby's map, he has more county
5 splits than are necessary, but I wanted to show
6 you what this would look like.

7 When you look on the screen, there's one
8 thing that may jump out at you as you look at
9 District 87 on his map. It essentially runs
10 the coastline of the entire county. The reason
11 for that is that we have seen this in several
12 of the coastal counties, what the Supervisors
13 of Elections did in those counties, some of
14 them, in the creation of the VTDs, the Voter
15 Tabulated Districts, they took basically the
16 unpopulated areas of the coastline of the
17 entire county and made it one VTD. So for
18 Mr. Libby here in his map, what he decided to
19 do was to not split that VTD, and include it
20 all within District 87, so that District 87 may
21 look a little strange in comparison to the rest
22 of the districts within the county, but that is
23 why. Another option that he could have taken
24 is he could have split that VTD amongst the
25 other various coastal districts within that

1 county, if he choose to do that, and you can do
2 that by block, do that by census block.

3 This map actually creates ten districts
4 with all or portions of Palm Beach County,
5 seven of which are entirely within the county.

6 What this map does not do is it does not
7 create any majority-minority black or
8 majority-minority Hispanic districts. The two
9 highest black VAP districts are Districts 87,
10 which I just mentioned earlier, with
11 34.74 percent, and District 90 there, which is
12 towards the south end of the county there, that
13 blue district, which has a black VAP of 22.47.
14 The two highest Hispanic VAP districts are
15 Districts 88, which is just to the south there
16 of 87, to the east of 92, with 39.85 percent,
17 and District 89, which is 26.42 percent.

18 Currently, Palm Beach County has one
19 majority-minority black district, which is
20 District 84. What you will see here on the
21 screen -- because of the size of Palm Beach
22 County, what I have done is actually kind of
23 divided this up into two graphics for you to
24 look at. This is northern Palm Beach County,
25 thinking about the black VAP percentage of 40

1 or greater. You can see there is a cluster of
2 VTDs there just to the kind of southeast of
3 Lake Okeechobee, and then there's also some
4 shaded -- kind of a cluster of highlighted VTD
5 there -- right there towards the east coast.

6 This next graphic is basically the
7 southern half of the county. You can see that
8 there is a little bit of an overlap there,
9 thinking to the western part of the county.
10 But thinking about the two graphics combined
11 obviously as one county, it does create
12 basically two potentials of a way you could
13 build a district that could potentially be a
14 majority-minority district, and that could be
15 one that would be -- that would run east to
16 west, and one that potentially could run north
17 to south along I-95.

18 According to the 2010 census, Palm Beach
19 County has a Hispanic voting age population of
20 180,155, which is over the ideal population for
21 a House district. So thinking about that, what
22 I have done here, again, in two parts, northern
23 and southern, is to take a look at the Hispanic
24 voting age population, VTDs of 40 percent or
25 greater as well, and you can see, again, a

1 little bit of a cluster there to the western
2 part of the county, and, again, some clusters
3 there towards the east. Again, a little bit of
4 an overlap here between the two graphics, but
5 you can see as you kind of move towards the
6 southern end, there aren't nearly as many
7 shaded VTDs for thinking about, again, Hispanic
8 voting age population of 40 percent or greater.

9 Thinking about those shaded VTDs, the
10 total population of them is 157,734, which is
11 slightly over the ideal population for a House
12 district, and the Hispanic voting age
13 population for those shaded VTDs is
14 52.23 percent.

15 Mr. Chairman, that is the end of Palm
16 Beach County. I didn't know if there were any
17 questions.

18 REPRESENTATIVE SCHENCK: Members,
19 questions about Palm Beach County?

20 Okay. Seeing none, do you want to move on
21 to Broward?

22 MR. TAKACS: Yes, sir. Thank you very
23 much.

24 As you can see here on the screen, this is
25 the current State House map for Broward County.

1 Broward County has 17 districts that are all or
2 in part located in it. The districts that are
3 solely within the county are Districts 92, 93,
4 94, 95, 96, 97, 98, 99, 100 and 105, while
5 Districts 87, 90, 91, 101, 102, 103 and 112 are
6 located within a portion of Broward County and
7 other counties.

8 Currently, Broward County has a population
9 of roughly, as I said earlier, 1.75 million
10 people, which is about the population of 11.2
11 House districts, depending on how you want to
12 split those counties. Again, thinking about
13 Broward County having to be split at least
14 once, again, it makes sense to look at its
15 neighboring counties and its population to see
16 what they are. As we talked about earlier,
17 Palm Beach County's population is roughly 1.32
18 million. Again, Hendry County, you can see
19 there on the map, I have illustrated where
20 Broward County is in relationship to Hendry and
21 Collier, Hendry County there is kind of its
22 neighbor to the northwest. Its population, as
23 I said earlier, is 39,140. Collier County just
24 to the south of Hendry, west of Broward, its
25 population is 321,520. And, of course,

1 Broward's southern neighbor, Miami-Dade County,
2 its population is roughly 2.5 million.

3 If you remember a couple of weeks ago we
4 talked about the various cities across the
5 state that have to be split because their
6 population is just too large for the ideal
7 population of a House district. One of those
8 nine cities is the City of Ft. Lauderdale, so I
9 thought I would put what those city boundaries
10 look like on a visual for you on a map.

11 You can see -- a couple of things that
12 kind of stick out in my mind as I look at this
13 is that, obviously, towards the northern area,
14 there is a part where it gets pretty thin there
15 just to the east of 95, and actually, right
16 there along 95, there's actually also a little
17 non-contiguous point there within the city
18 boundary limits, but that is what the City of
19 Ft. Lauderdale looks like. And, again, because
20 of its population being over the ideal size of
21 a House district, it needs to be split at least
22 once.

23 This is another example of a map that was
24 given to us by a member of the public, and just
25 as -- thinking about this and the other map and

1 the next map I will show you from a member of
2 the public, the pool that I took these from are
3 actually the maps that were completed House
4 district maps. These folks took the time, and
5 as some of you know, it is a lot of time, to
6 draw 120 House districts and submit it to us,
7 you know, for review. So I took from those
8 maps that were available to us to kind of give
9 you some different looks of the different
10 counties based on those maps that were
11 submitted to us.

12 This one is map number 87 by Mr. Bruce
13 King. What Mr. King's map does is that,
14 thinking about population deviations, his
15 deviations are miniscule, and what I mean by
16 that is that I think -- when I was looking at
17 this region, I think the highest population
18 deviation he had for a district is two people,
19 which is quite remarkable to do. So Mr. King
20 took those very, very teeny population
21 deviations, and then also as you kind of look
22 at the map, just esthetically trying to create
23 compact-looking shapes. Kind of thinking about
24 what the trade-offs might be is that he crosses
25 Broward County, in this instance, more than he

1 needed to to create those various shapes. This
2 map creates 15 districts that are either all in
3 or have portions of Broward County, and nine of
4 them are wholly contained within Broward
5 County.

6 His map also may not create as many
7 opportunities for the black residents in the
8 county to elect a candidate of their choice as
9 that exists today. It creates one
10 majority-minority black district wholly within
11 the county, while the current map has two. It
12 also creates one majority-minority black
13 district that is both in Broward and Miami-Dade
14 Counties, and may also have created two
15 districts that could be considered black access
16 districts. His map creates two districts that
17 are majority-minority Hispanic districts that
18 are in part in Broward County similar to today
19 as well.

20 Thinking about majority-minority
21 districts, Broward County currently has two
22 majority-minority black districts that are
23 wholly within the county. As I said earlier,
24 those are Districts 92 and 93. It also has one
25 majority-minority black district that is

1 partially within the county as District 103,
2 and two districts that could be considered as
3 black access districts, Districts 92 and 105.

4 The map below illustrates the VTDS.
5 Again, thinking about a black voting age
6 population of 40 percent or higher, you can see
7 that there are some -- kind of in the central
8 eastern coast of the county, there's a large
9 grouping of VTDS that are shaded, there are
10 some towards the northern area of the county,
11 and there are some there -- on this map, it is
12 a little hard to see, but there are some right
13 there at the southern edge. Thinking about
14 where Miramar is in that community, there are
15 some there, then the county line comes right
16 along some of those VTDS into Miami-Dade
17 County.

18 The total population of those VTDS
19 highlighted is 391,692, which is roughly enough
20 for two and a half House districts. The black
21 VAP for those highlighted VTDS is
22 69.27 percent. So as you are moving forward, a
23 question that you may want to ask yourselves is
24 is it possible to have three majority-minority
25 black districts wholly contained within Broward

1 County.

2 According to the 2010 census, Broward
3 County has a Hispanic age voting population of
4 327 and nine, which is well over the ideal
5 population of a House district. Broward County
6 also has two majority-minority Hispanic
7 districts that are partially contained within
8 it, Districts 102 and 112. This map below
9 illustrates the VTDs that has a Hispanic voting
10 age population of 40 percent or greater. You
11 can see there it is mainly towards the southern
12 end of the county. There are some
13 concentrations there of those VTDs towards the
14 southern kind of -- if you kind of not think
15 about the portion there that is kind of real
16 blank and white on the map, not a lot of VTDs
17 there, thinking about where the Everglades are,
18 in that area, just to the east of that and then
19 south are some of those VTDs. The total
20 population of those VTDs highlighted is
21 261,501, which is enough for roughly 1.67 House
22 districts. The Hispanic voting age population
23 of those highlighted VTDs is 48.09 percent,
24 which obviously falls below 50 percent,
25 something to think about it, that being too low

1 to meet that threshold of majority-minority.

2 Mr. Chairman, that concludes Broward
3 County, if there are any questions.

4 REPRESENTATIVE SCHENCK: Members, any
5 questions about Broward County?

6 Okay. Moving right along, then.

7 MR. TAKACS: Thank you, Mr. Chairman.

8 Moving right along to Miami-Dade County,
9 you can see there on the map on your screen,
10 Miami-Dade County currently has 18 districts
11 that are either contained all within the county
12 or have portions of the county. Those
13 districts that are wholly contained within the
14 county are Districts 104, 106, 107, 108, 109,
15 110, 111, 113, 114, 115, 116, 117, 118 and 119,
16 while Districts 102, 103, 112 and 120 have
17 portions of the county. As I said earlier,
18 Miami-Dade County's population is roughly 2.5
19 million people, which is enough for 15.93 House
20 districts, again, depending on how many county
21 splits you would like to have.

22 Again, thinking about that, thinking about
23 Miami-Dade needing to be split at least once,
24 again, looking to its neighbors, Broward
25 County, as we just talked about earlier, its

1 population is roughly 1.75 million, Collier
2 County, as mentioned earlier, is 321,520, and
3 then Miami-Dade County's neighbor to the south,
4 Monroe County, its population is 73,090.

5 Miami-Dade County has two cities contained
6 within it that because of its population is too
7 large to be all within one House district.
8 Those are the cities of Miami and Hialeah. You
9 can see them here. I've put them together in
10 one graphic for you to review. Hialeah is the
11 light blue city there. I made it as a district
12 just so you could see it stand out on the map.
13 And then the City of Miami is the yellow city
14 there to the southeast there on that map.

15 Just some interesting things that kind of
16 jump out at me as I look at that, there is a
17 little bit of an L-shaped hole within the City
18 of Hialeah, and there is in one very small
19 section where the Cities of Miami and Hialeah
20 touch each other. As you will see there in the
21 very kind of southern tip of Hialeah, again, in
22 the blue, there is a little, tiny sliver of the
23 City of Miami that kind of reaches out and just
24 kind of borders it right there in that southern
25 tip of Hialeah. And, again, both of those

1 cities are too large for the ideal population
2 of a House district, so they would need to be
3 split at least once.

4 Next is, again, a map that we received.
5 This map is a little bit different from the
6 maps that I mentioned before, because
7 Mr. Phillippi in map number 118, what he did --
8 he's actually submitted several maps to us of
9 different varieties. This one is not a
10 complete map, but what he does is that he takes
11 a look at all of south Florida -- Palm Beach,
12 Broward, Miami-Dade and Monroe Counties -- and
13 draws all of those districts within that map.
14 So it is not a complete 120-district map, but
15 he took a real close look at the southeast
16 portion of the state and drew all of the
17 districts that are within it. Let's see.

18 Thinking about Mr. Phillippi's map, he
19 kept his population deviations within a
20 reasonable range while again creating -- trying
21 to create compact-looking shapes and avoiding
22 splitting cities. In fact, thinking about
23 Miami-Dade County, with the exception of those
24 two cities that I mentioned earlier of Hialeah
25 and the City of Miami, the only other city he

1 split, and there are many municipalities in the
2 City of Miami as you well know, the only other
3 city that he split on his map is the City of
4 Miami Gardens.

5 In regards to minority districts,
6 something that jumped out at me when I looked
7 at this map for the very first time is that
8 currently in the map, thinking about District
9 112, we have a district that was essentially --
10 thinking about ten years ago, was asked to be
11 drawn that way by court order where it connects
12 Hispanic communities in Collier County and
13 links them to communities within Broward and
14 Miami-Dade County. That district is not
15 replicated in Mr. Phillippi's map. That could
16 be because he chose not to draw districts in
17 Collier County, I just don't know, but he did
18 draw all of the seats in Miami-Dade County. So
19 that could be a potential issue with this map
20 as we were moving forward looking at it.

21 Let's see. Oh, another consideration to
22 think about within Miami-Dade County as a whole
23 and then also looking at Mr. Phillippi's map
24 are language minorities. The county currently
25 has two districts that have significant Haitian

1 populations, Districts 104 and 108.
2 Mr. Phillippi is able to create only one seat
3 that has a significant Haitian population,
4 which is District 108 on his map. It appears
5 as though this district was sacrificed,
6 thinking about the second Haitian district or
7 have -- a second district that has large
8 population of Haitians, was sacrificed for the
9 compactness and possibly the creation of 11
10 majority-minority Hispanic districts.

11 Miami-Dade County has three districts that
12 are majority-minority black districts wholly
13 within the county, Districts 104, 108 and 109,
14 one majority-minority black district that has
15 portions of the county, District 103, and one
16 district that traditionally elects an
17 African-American to the Florida House of
18 Representatives in District 118. So this map
19 below illustrates the VTDs that have a voting
20 age population for blacks of 40 percent or
21 greater, and you can see there, there's some --
22 the -- it is a little bit hard to see on the
23 screen thinking about the size of Miami-Dade
24 County, but there are a significant number of
25 shaded VTDs in the northern part of the county,

1 and then there are some there in the southern
2 end, thinking -- again, thinking east of where
3 the Everglades might be there just west of the
4 Atlantic Ocean in that area as well.

5 Currently, Miami-Dade County has nine
6 majority-minority Hispanic districts that are
7 wholly within the county, Districts 107, 110,
8 111, 113, 114, 115, 116, 117 and 119, and two
9 majority-minority Hispanic districts that are
10 in portions of the county with 102 and 112.
11 Below are the -- thinking about, again, VTDs of
12 a Hispanic voting age population of 40 percent
13 or greater, you can see here that, obviously
14 thinking about Miami-Dade County, there is a
15 large -- a number of VTDs that are shaded that
16 fit that criteria on the map.

17 Mr. Chairman, that concludes Miami-Dade
18 County.

19 REPRESENTATIVE SCHENCK: Members,
20 questions? Yes, Representative Rogers.

21 REPRESENTATIVE ROGERS: That concludes the
22 total presentation on the three counties, or is
23 it okay -- my comments would be general to the
24 counties referenced.

25 REPRESENTATIVE SCHENCK: Yes, you can make

1 those now. I mean, we are done with Palm
2 Beach, Miami and Broward.

3 REPRESENTATIVE ROGERS: Okay. Thank you.
4 I am just -- my question speaks to the fact
5 that I attended 25 of the 26 public hearings,
6 and I know we heard oral comments, and just
7 wanted to know -- I know we selected the Bruce
8 King map, and you explained why that was
9 selected, but other than that -- that is the
10 only map that included the entire state of
11 Florida, and how did you choose that over
12 another map?

13 REPRESENTATIVE SCHENCK: Thank you.
14 Representative Rogers, that was all explained
15 at the one meeting you didn't attend.

16 REPRESENTATIVE ROGERS: See, that's what's
17 wrong with this meeting.

18 REPRESENTATIVE SCHENCK: Yes, exactly,
19 exactly. But I guess we will go ahead and
20 review that for you since you missed that
21 meeting.

22 REPRESENTATIVE ROGERS: Thank you.

23 MR. TAKACS: Thank you, Mr. Chairman.

24 We have -- Representative, we have
25 received I think to this point 14 or 15 maps

1 from members of the public that have covered
2 the entire state of Florida. I chose -- you
3 referenced Mr. King's map, that was the Broward
4 County map that I chose. I just chose that --
5 as I was looking through the maps that were
6 submitted to us that, again, had all of the
7 districts in it, I wanted to just kind of give
8 you some different looks as to what different
9 people's approaches were.

10 Thinking about that region and thinking
11 about these counties as a whole and then going
12 to all of those public hearings and all of
13 that, I mean, you know, obviously we talked
14 about the public -- the public comment, this is
15 all of the public comment that I have
16 chronicled here that we discussed in previous
17 meetings, thinking about, you know, folks
18 wanted to keep their cities intact or their
19 counties whole, things of that sort.
20 Obviously, we have covered all of those issues
21 in previous meetings.

22 But for Mr. King's map specifically,
23 again, I just chose that as -- just to give you
24 a look of what that county could look like
25 under the parameters that he had of the small

1 population deviations and compact-looking
2 districts but possibly sacrificing minority
3 districts and also the county border line as
4 well.

5 REPRESENTATIVE ROGERS: Follow-up,
6 Mr. Chair?

7 REPRESENTATIVE SCHENCK: You have a
8 follow-up?

9 REPRESENTATIVE ROGERS: Yes.

10 REPRESENTATIVE SCHENCK: Go ahead.

11 REPRESENTATIVE ROGERS: Explain to me
12 again, how do you capture -- we went around the
13 state and we wanted not only persons presenting
14 maps, but those oral comments. How do you
15 propose or how will we work to incorporate the
16 oral comments into this -- into whatever we do,
17 the adjustments that we might make to these
18 maps.

19 REPRESENTATIVE SCHENCK: Go ahead.

20 MR. TAKACS: Thank you, Mr. Chairman.

21 Thinking about those oral comments that
22 were made, thinking about the previous meetings
23 that the subcommittee had, with each of those
24 examples of folks giving oral comments, staff
25 created a map to best match what those oral

1 comments were. So, again, as I said, I have a
2 pretty thick binder full of oral comments that
3 I'll -- I mean, as I open this for you, I can
4 show you, I mean, there's all these maps, and
5 these are all maps here that we have done.

6 So that thinking about all of these
7 comments that were made, these are all options
8 that are before you as to ways to look at the
9 various counties across the state.

10 REPRESENTATIVE ROGERS: May I?

11 REPRESENTATIVE SCHENCK: Uh-huh.

12 REPRESENTATIVE ROGERS: Can you tell us
13 currently how many maps we have received? And
14 I know, Mr. Chairman, you mentioned
15 November 14th as a date, and I don't know how
16 that plays -- are we having a cut-off as to
17 when we will accept more maps, and how will we
18 make adjustments to the maps that will come in
19 on that deadline and those that might come in
20 after the deadline?

21 REPRESENTATIVE SCHENCK: Sure, and I will
22 answer part of it and then turn it over to
23 Jeff. As far as our next meeting goes, it is
24 our goal to workshop two complete Florida House
25 maps that staff is working on, we have been

1 working on, which tries to incorporate all the
2 things we have been discussing. And so after
3 that, at the next meeting, it is our goal to
4 have three additional maps. So if maps come in
5 pretty much from this point forward, we can
6 consider those, look at those and how they
7 compare to the ones that -- where we have taken
8 all of the comment and tried to incorporate it.
9 Does that make sense?

10 So if you were to put it into like a
11 standard Bill, you know, Bill sort of process,
12 you would introduce a Bill, and then if new
13 information or new things were introduced after
14 that, you look at it as sort of an amendatory
15 process. Does that make sense?

16 And as far as how many maps have been
17 submitted, I know we are over a hundred.
18 What's the see exact number, Jeff?

19 MR. TAKACS: I believe the latest count is
20 156 -- 156.

21 REPRESENTATIVE SCHENCK: Right.

22 MR. TAKACS: And to kind of elaborate on
23 that 156 number, that could be a map that
24 someone submitted that contains one State House
25 district, 120 State House districts, and then

1 thinking about the congressional and Senate
2 maps as well. So there are some partial, there
3 are some complete, and then thinking
4 specifically about the House, of those 156
5 maps, again, I think the number is 14 of the
6 complete House maps that we have received,
7 again, because it is just that much more labor
8 intensive and takes that much more time to
9 create.

10 And those were the maps that I wanted to
11 look at for today's meeting with the two of the
12 three. Again, Mr. Phillippi's does all of
13 south Florida, but I wanted to -- I pulled
14 those maps out specifically, thinking about
15 completed maps, because I think when --
16 sometimes the natural inclination for a lot of
17 folks in the public to draw a map would be to
18 start in the Panhandle and work their way
19 south. And so thinking about a complete map, I
20 wanted to show that evolution of that map as
21 someone who drew a map for the entire state as
22 opposed to cherry-picking counties or specific
23 districts.

24 REPRESENTATIVE SCHENCK: Why don't we --
25 Jeff, why don't you finish up your

1 presentation, then we will take if anybody else
2 has any other questions or comments or anything
3 like that. So go ahead and finish up your
4 presentation.

5 MR. TAKACS: Certainly. Thank you, Mr.
6 Chairman.

7 What I would like to move on to now is,
8 again, a topic that we talked about two weeks
9 ago, which is the trade-off between keeping
10 counties whole while also looking at
11 cross-county jurisdictions.

12 The first example, what we heard in public
13 testimony in Palm Beach and Martin Counties was
14 that the folks in northern Palm Beach County
15 consider themselves as a part of the Treasure
16 Coast. And so the issue that we are going to
17 take a look at here a little bit more in depth
18 is the concept of linking communities within
19 northern Palm Beach County to that of Martin
20 County.

21 As you look there, those are the two
22 counties, Martin County, which is the green
23 county to the north, Palm Beach County, which
24 is the -- kind of the lightish brown-shaded
25 county to the south. Martin County's

1 population is enough for .93 House districts,
2 so it could be kept whole within a House plan.
3 As we talked about before, Palm Beach County
4 has a large population, enough for 8.43 House
5 districts, so it does, in fact, need to be
6 split within a House plan.

7 So looking at the populations of those two
8 counties, there is the possibility of keeping
9 all of Martin County whole, while connecting
10 Martin County to same areas within northern
11 Palm Beach County. What I did here just,
12 again, as a visual, as an example for you all
13 to review and to look at, what this district
14 does -- its deviation is plus 769, so it is 769
15 people over the ideal population of a State
16 House district. What this example district
17 does, it also keeps the Towns of Tequesta and
18 Jupiter Inlet Colony whole within this
19 district, as well as uses the city boundary
20 lines of the City of Jupiter as its southern
21 boundary. So it keeps two cities whole while
22 using another city and not splitting that city
23 into two districts.

24 Again, thinking of those two counties as a
25 whole, Martin can be kept whole, Palm Beach

1 cannot, and so this would be an example where
2 you would not have to sacrifice splitting a
3 county over a cross-jurisdictional community if
4 you chose to do it.

5 REPRESENTATIVE SCHENCK: Jeff, let me
6 interrupt you for a minute. I think it is
7 probably something we have not discussed here,
8 but we have heard a lot about compactness,
9 keeping -- you know, not having crazy, crazy
10 boundary lines, and so I wanted to take a
11 minute and see how you jut into Lake Okeechobee
12 there, just part of it as a triangle, and so I
13 think a lot of people will think, well, why
14 don't we just include Lake Okeechobee into one
15 district, or why is it just in that one, and I
16 am guessing, even though nobody lives,
17 obviously, in the middle of Lake Okeechobee
18 there, that is probably a census block, right,
19 which causes you to go in there?

20 MR. TAKACS: Yes, sir, and actually all of
21 Martin County's boundaries are there. So
22 actually the county boundary line as a whole
23 does take that kind of a pie-shaped look to the
24 lake itself. So that is all of Martin County,
25 and, yeah, so there are VTDs and census blocks

1 within that area. And, actually, interestingly
2 enough, another example down the line I have is
3 looking more closely at Lake Okeechobee.

4 REPRESENTATIVE SCHENCK: Right. And so I
5 think it is important for everybody to know
6 here that we don't -- when drawing maps, we
7 don't split census blocks. So sometimes that
8 leads to what would like look like a funny sort
9 of edge to a district. And so I think it's --
10 I think that is something it we have not really
11 -- we have not really discussed, so --

12 MR. TAKACS: Yes, and that is exactly
13 right, thinking about especially like
14 environmental lands and things of that sort,
15 there will sometimes be, you know, all of a
16 nature preserve or all of an environmentally
17 sensitive lands area like that all within one
18 census block, and you can't split it. So there
19 may be a district where you are building a
20 district, then you get to a border of it, let's
21 say, and it is environmentally sensitive area,
22 then you include all of that.

23 REPRESENTATIVE SCHENCK: Right.

24 MR. TAKACS: It may create an odd shape,
25 as you are talking about.

1 REPRESENTATIVE SCHENCK: Okay. Go ahead.
2 Question? Yes.

3 REPRESENTATIVE ROGERS: Hearing your
4 comments and your question as it relates to not
5 having voters in Lake Okeechobee, and applying
6 that to a prison population, how would that
7 work?

8 REPRESENTATIVE SCHENCK: They are
9 completely unrelated.

10 REPRESENTATIVE ROGERS: They are
11 non-voters, aren't they?

12 REPRESENTATIVE SCHENCK: No. What we are
13 talking about is how a map looks. Like I was
14 trying to get Jeff to explain why there is a
15 crazy triangle that goes there, not -- not --
16 it is not necessarily -- it is not -- what we
17 are talking about was geography-related, not
18 voter-related. Does that make sense?

19 Representative Bernard.

20 REPRESENTATIVE BERNARD: Thank you. Thank
21 you, Mr. Chair.

22 In regards to the Treasure Coast region,
23 what is the relationship between St. Lucie
24 County and Martin County in regards to the
25 Treasure Coast district that you are

1 discussing?

2 MR. TAKACS: Thank you, Mr. Chairman.

3 St. Lucie County and Martin County would
4 both consider themselves as a part of the
5 Treasure Coast, thinking about the public
6 testimony that we heard in Stuart.

7 Thinking about the population, you know,
8 obviously, thinking about the areas that
9 identify themselves as the Treasure Coast,
10 thinking about Indian River, St. Lucie and
11 Martin Counties and then this northern Palm
12 Beach area, the population of all of that area
13 is too large for a single House district, so
14 that area would have to be split in at least a
15 few different ways. So this was just an
16 example of an area of where that county line
17 comes into play and folks who consider
18 themselves as a part of the Treasure Coast, and
19 then, again, thinking about the option of
20 keeping Martin County whole.

21 REPRESENTATIVE BERNARD: Follow-up,
22 Mr. Chair?

23 REPRESENTATIVE SCHENCK: Go ahead.

24 REPRESENTATIVE BERNARD: Mr. Chair, is
25 there any way that if we are going to discuss

1 the Treasure Coast, for us to take a look at
2 St. Lucie and Martin and the northern part of
3 Palm Beach? Because I think that is how they
4 -- that is how I think in Palm Beach County
5 when I -- in the hearings, they had discussed
6 all three counties together, so if we are
7 discussing the Treasure Coast, if we can
8 include St. Lucie, Martin and Palm Beach
9 County, that northern portion.

10 REPRESENTATIVE SCHENCK: I think we --
11 Representative Bernard, I think we are. I
12 think all Mr. Takacs is really trying to do
13 here is how you look at sometimes splitting
14 county lines. This is just an example. I
15 think we are. We are just trying to give -- we
16 are just trying to give one example.

17 Representative Rogers, did you have
18 another question?

19 REPRESENTATIVE ROGERS: It is just a
20 follow-up for clarification, Mr. Chairman.

21 REPRESENTATIVE SCHENCK: Uh-huh.

22 REPRESENTATIVE ROGERS: And I want to take
23 us back to your comment or observation relative
24 to how we will address Lake Okeechobee in the
25 broader scheme of things, and it triggered to

1 me that throughout the state, we will have
2 those type of population or prison population,
3 because I heard from even our college students
4 wanting not to split their colleges, they want
5 to be left whole, I hope everyone heard that
6 too. So if -- I just wanted to know, just in
7 general comments or general observation, if you
8 have any idea how we will deal with a prison
9 population as we draw boundaries or look at
10 districting. That was just triggered, and I
11 wanted to see if there was any thoughts as to
12 how we will go about doing that.

13 REPRESENTATIVE SCHENCK: Sure. I can let
14 probably Mr. West address that question.

15 MR. WEST: On those areas, that is the
16 census counts and -- in with that county, and
17 so we are going to count them in with the
18 county just like the census does.

19 REPRESENTATIVE SCHENCK: Okay. Mr.
20 Takacs, why don't you finish up your
21 presentation.

22 MR. TAKACS: Thank you, Mr. Chairman.

23 And kind of taking that next step forward,
24 thinking about environmental lands, my next
25 example is actually using the Everglades and

1 the Everglades marsh, also known as the River
2 of Grass. Thinking about that, as well as
3 Everglades National Park, those areas are
4 located within Palm Beach, Broward, Miami-Dade
5 and Monroe Counties, and you can see on the map
6 on the screen there, I have tried to, in an
7 approximation, it is not an exact by any
8 stretch of the imagination, but in that red
9 kind of rectangle there, I have tried to
10 encapsulate the area that is considered the
11 Everglades River of Grass, as well as the
12 Everglades National Park.

13 Thinking about those four counties, they
14 each look like this. Palm Beach County is the
15 green district to the north, Broward is the
16 light brown district. Moving south, Miami-Dade
17 County is the light blue county, and then
18 Monroe County is the yellow county to the
19 south including the Keys.

20 Palm Beach County, as we have mentioned
21 before, has a population for 8.3 House
22 districts, so it would need to be split within
23 a House plan. Broward County would also have
24 to be split with a population of roughly 11.16
25 House districts within it. And then Miami-Dade

1 County would also have to be split with 15.93
2 House districts located within it. Monroe
3 County, however, has a population of .47 House
4 districts, so it could, in fact, be kept whole
5 within a House plan.

6 So if you wanted to -- thinking about the
7 area that is the Everglades and then thinking
8 about trying to keep -- in this instance, there
9 is one county of the four that can be kept
10 whole, Monroe County, but also trying to create
11 a district that would have all of the lands of
12 the Everglades within it, it could look
13 something like this. So you have that -- kind
14 of that greenish -- it is all green, obviously
15 all one district, but that southern end is all
16 of Monroe County, and then what I did was
17 thinking about Miami-Dade, Broward and Palm
18 Beach, taking some of those western areas by
19 VTD, again, thinking about what the Chairman
20 said, some of those environmental lands can be
21 all within one census block or all within one
22 VTD, and incorporated them all into this one
23 district.

24 Thinking about this district, the
25 population of it is just 74,531, which is less

1 than the ideal population for a House district,
2 so you would need to include more areas to it
3 and more people to it to meet that ideal
4 population. And, again, what this district is
5 able to achieve is of the four counties I
6 mentioned, Monroe County is the only one that
7 can be kept whole, and it is kept whole within
8 this concept, while the other counties have to
9 be split.

10 And moving on, actually, we are going to
11 talk about Lake Okeechobee now, and actually,
12 thinking about one of the public hearings,
13 Representative Rogers, we did have a request to
14 keep all of Lake Okeechobee within one House
15 district. It was, for reference, SW number 42.
16 And so we are going to take a look at if that
17 is possible, while not compromising the concept
18 of keeping a county whole as well.

19 So as you look at the lake, thinking about
20 those different kind of pie areas where each --
21 a lot of those counties have kind of a sharp
22 edge that comes all into the lake, Lake
23 Okeechobee is in parts of Okeechobee, Martin,
24 Palm Beach, Hendry and Glades Counties, and
25 each of those counties look like this. And you

1 can see there as you look at that -- those five
2 counties combined, you can see essentially the
3 lake is what unites them.

4 The population of Okeechobee County is
5 enough for .25 House districts and could be
6 kept whole within a House plan. As we
7 mentioned earlier, Martin County has a
8 population of .93 House districts and could
9 also be kept whole. The population of Palm
10 Beach County is 8.43 House districts, so it
11 would need to be split. Hendry County's
12 population is enough for .25 House districts
13 and could also be kept whole within a House
14 plan, as well as Glades County, which has the
15 population of .08 House districts.

16 So thinking about that now, you've got, of
17 your five counties, four of them can be kept
18 whole within a House plan, with Palm Beach
19 County being the one that would need to be
20 split. So to try to create a district that has
21 all of Lake Okeechobee within it, yet keeping
22 all of those four counties whole, would look
23 like this.

24 And you can see there are a couple of
25 things that jump out at you as you look at this

1 district. The one -- thinking about the area
2 of Martin County, it kind of is that arm that
3 kind of juts out to the east and goes all the
4 way to the Atlantic Ocean. Just thinking from
5 a perspective of building maps, obviously, if
6 you were to build a district like this,
7 thinking about St. Lucie County, which was
8 mentioned earlier, you have -- your populations
9 of the Martin County/St. Lucie County line and
10 up on that eastern coast area would need to
11 also be ideal House populations, because you
12 can't go further south, because you have
13 created this district, which essentially kind
14 of land-locks you between St. Lucie County and
15 Palm Beach County.

16 Thinking about this district that is here
17 on this screen, its population is 238,338,
18 which is too large for the ideal population for
19 a House district. So what that would mean then
20 in this instance is if you wanted to keep all
21 of the counties whole of the four that I
22 mentioned, while splitting Palm Beach County
23 and keeping all of Lake Okeechobee together,
24 what you would actually have to do is take one
25 more split. You would have to make a trade-off

1 here of whether you would want to keep counties
2 whole or keep Lake Okeechobee within a
3 district. So you would have to split one of
4 those four counties, which you wouldn't
5 necessarily need to do, but, again, that would
6 be the trade-off if you wanted to go that route
7 and keep Lake Okeechobee all within one
8 district.

9 Okay. And then, members, what I would
10 like to do is move on to the next portion of
11 the presentation, which is talking about
12 options for racial and language minority
13 communities. Thinking about the presentation
14 that I just had earlier, thinking about
15 population centers, as well as two weeks ago,
16 many of the minority communities were talked
17 about within those presentations. There are
18 only three current districts within the House
19 that perform for a particular minority group
20 that I would like to talk about because they
21 don't fit within the confines of the population
22 centers.

23 The first is the current House District 8,
24 which looks like this, which is in parts of
25 Leon and Gadsden Counties. Currently, the

1 district has a population deviation of minus
2 3,743, and has a black voting age population of
3 51.18 percent. So what that means is that it
4 is just -- you know, it is too -- it is a
5 little too small. Again, thinking about the
6 ideal population, it is thirty-seven -- roughly
7 3,700 short of the ideal population. So you
8 would need to have that district grow a little
9 bit.

10 Thinking about what we talked about
11 earlier just a moment ago about the trade-offs
12 of keeping counties whole versus, you know,
13 keeping communities whole, this would be an
14 example of where you could have this district
15 go all into Leon County if you want to try to
16 keep Leon County whole. But the problem with
17 that is that the population of Leon County is
18 too large, so Leon County has to be split
19 anyway. So then the next thought would be,
20 well, can we go into Gadsden County to complete
21 this district? Its population is small enough
22 for one -- for -- where it could be kept whole
23 within a House plan. So to do that would look
24 like this. Now, doing that obviously changes
25 the population quite a bit. The district above

1 now has a population deviation of plus 944, and
2 has a black voting age population of
3 50.23 percent, which would still make it a
4 majority-minority district. In 2010, thinking
5 about this district, and, again, this is just
6 an example for your review, the percent of
7 registered voters that were black in this
8 district is 51.53 percent.

9 Another current House district which
10 currently performs for a minority community is
11 House District 23, and it looks like this. You
12 can see it there, it is in Alachua County, to
13 the northern area. It is the district that is
14 kind of like a sea-foam greenish color. The
15 northern part of that district is in Alachua
16 County, with the southern end of that district
17 being within Marion County. Currently, the
18 population deviation for this district is short
19 14,029 people, and has a black voting age
20 population of 30.94 percent.

21 Thinking about Alachua and Marion
22 Counties, both of those counties are too large
23 to be kept whole within a House plan, and both
24 of them would need to be split in one way,
25 shape or form. So there -- obviously, again,

1 thinking about this district, it needs to gain
2 roughly 14,000 people, so you would need to
3 include those -- those persons from either of
4 those two counties, or if you wanted to go into
5 another county, you could have that as an
6 option as well.

7 And, Mr. Chairman, the last district that
8 performs for a member of a minority community
9 is the current House District 27, and it looks
10 like this. It is the blue district there in
11 Volusia County. The population for this
12 district, which is shown on the screen there in
13 blue, is minus 24,922, and it has a black
14 voting age population of 22.68 percent. In
15 2002, this district above had a -- the
16 percentage of registered voters that were black
17 was 19.64 percent. That is a number that may
18 seem a little low to some of you, but when we
19 talk about these types of districts, you have
20 to take that next step into looking into how
21 these districts perform. And despite that low
22 number as I talked about, 19.64 percent
23 registered voters, traditionally this district
24 has performed for a -- to elect an
25 African-American to the Florida House of

1 Representatives.

2 Again, it is wholly within Volusia County,
3 and Volusia County is too large of a population
4 to be kept whole, so it would need to be split
5 in one way, shape or form. And, you know,
6 again, thinking about you're almost 25,000
7 people short, you would need to look to the
8 areas around it to meet that ideal population.

9 Mr. Chairman, that concludes my
10 presentation.

11 REPRESENTATIVE SCHENCK: All right, thank
12 you. Excellent presentation.

13 Members, are there any questions or
14 comments? Representative Clarke-Reed.

15 REPRESENTATIVE CLARKE-REED: Good morning,
16 and thank you, Mr. Chair.

17 I -- in the maps that you have shown us,
18 those that were drawn particularly by the
19 public, if we adopt a map or any part of the
20 map, do we have to worry about the intent of
21 the member of the public who drew the map, or
22 is it only the legislator's -- legislative
23 intent?

24 REPRESENTATIVE SCHENCK: That --

25 Representative Clarke-Reed, that is more of a

1 legal question. I don't think Jeff is suited
2 to answer that. Is -- do we have our legal --
3 go ahead and identify yourself.

4 MR. WINSOR: Mr. Chairman, my name is
5 Allen Winsor. I am with the GrayRobinson firm
6 representing the House.

7 REPRESENTATIVE SCHENCK: Right.

8 MR. WINSOR: That term has not been
9 interpreted, but if you are looking at the
10 plain language of the amendment, it is talking
11 about they shall not be drawn with the intent,
12 and I think you would be looking at the intent
13 of the body. If a plan comes in with -- there
14 is no way to evaluate what the intent of the
15 person drafting out there in the public was,
16 and so I think that it would be the intent of
17 the body, and not even any particular
18 legislator, but the Legislature as a whole.

19 REPRESENTATIVE CLARKE-REED: Follow-up,
20 Mr. Chair?

21 REPRESENTATIVE SCHENCK: Sure.

22 REPRESENTATIVE CLARKE-REED: The maps that
23 we have been looking at are maps that were
24 drawn by the public. I know the last session
25 we looked at maps that were drawn -- and have

1 been looking at maps that were drawn by the
2 public, but that have been kind of varied or
3 deviated from or kind of changed up to fit what
4 the presentations have been here in the
5 meetings. So are those still considered public
6 maps, or are they considered the maps of the
7 Legislature?

8 REPRESENTATIVE SCHENCK: Sure. I am going
9 to recognize Jeff to answer that. I don't --
10 Jeff, I don't think you have manipulated any of
11 the maps that have been turned in by the
12 public, have you?

13 MR. TAKACS: No, sir, I have not, and that
14 was exactly what I was going to say is that
15 what I have done is I have taken all of that
16 submission from the member of the public, I
17 haven't touched it. The only thing I have done
18 to it is maybe, you know, zoomed in on a
19 specific county within that map for you all to
20 review, but I haven't altered any of the
21 districts within that public submission. So it
22 is still considered a public submission.

23 REPRESENTATIVE CLARKE-REED: Thank you,
24 Mr. Chair.

25 REPRESENTATIVE SCHENCK: Sure. Other

1 questions or comments? Representative
2 Corcoran.

3 REPRESENTATIVE CORCORAN: Thank you, Mr.
4 Chairman.

5 First, Jeff, honestly, you do a terrific
6 job, and I appreciate all your factual input,
7 it is very, very helpful. But, you know, as I
8 see this and it goes on in committee after
9 committee and some of the stuff that we have
10 talked about and the questions from our
11 colleagues, is there seems to be this concept
12 that we are going to take a set of facts or
13 policies and they are going to determine our
14 principles when the proper way to do anything
15 is to take a set of principles and apply them
16 to facts or policies. And the principles in
17 this case that we have to deal with is the law,
18 federal and state law, and specifically
19 Amendment 5, and we have those standards that
20 we have talked about. And what we've got to
21 say is where are we going to fall in those
22 standards, and so if we can focus on that, I
23 think we can come to a group consensus of how
24 the maps -- the principles behind how we drew
25 those maps. And given these presentations, I

1 think if I could go back and focus on these
2 principles, the Tier 2 principles that you gave
3 us or that we have in the constitutional
4 amendment, they create discrepancies or
5 tensions between county boundaries, city
6 boundaries. And if you look -- I mean, I would
7 like us to say that we looked at Ft.
8 Lauderdale, it looks like some drunken
9 demographer drew it, you got Miami that looks
10 like a bird in flight, you got Hialeah that
11 looks like a spear trying to stab the bird in
12 flight. I think our focus should be on the
13 county boundaries. And when you have that
14 tension and we are trying to achieve
15 compactness, I would like us to see on the Tier
16 2 standards or principles, that we focus in on
17 county boundaries.

18 REPRESENTATIVE SCHENCK: Good point.
19 Other questions or comments? Representative
20 Young.

21 REPRESENTATIVE YOUNG: Thank you, Mr.
22 Chairman.

23 Representative Corcoran took the words
24 right out of my mouth, and I just want to sort
25 of expand on what he was saying, because as I

1 was listening today and looking at the county
2 lines and how they interact with each other, it
3 occurred to me that really, to the extent that
4 we can use county lines to sort of guide what
5 we do here, they almost help us respect what is
6 happening in all the other districts, you know,
7 by -- when you think it through, by using
8 county lines, it kind of helps us police, if
9 you will, what we are doing here and is just a
10 really good guide post. And, for example, if
11 -- as we go forward in creating maps, if later
12 in this committee process we realize that for
13 some reason we need to amend a district that we
14 have drawn, we need to change something for a
15 Voting Rights Act compliance issue or some
16 other clearly defined legal issue, then by our
17 good use of county lines and appropriate use of
18 county lines, it kind of ensures that we don't
19 unravel what we have done and the entire map
20 that we have drawn in other areas. So, in a
21 sense, it kind of keeps us focused on the Tier
22 1 issues, and county lines can kind of guide
23 our decision-making from there on out. So,
24 anyway, I just wanted to add that to what
25 Representative Corcoran said.

1 REPRESENTATIVE SCHENCK: Okay. Other
2 questions, comments? Representative Baxley and
3 then Representative Rogers.

4 REPRESENTATIVE BAXLEY: Mr. Chairman, on
5 both of those comments, you know, I attended 21
6 of the hearings, and a paramount issue to me is
7 that we do listen to the public testimony, you
8 know, that's a big issue to me. And
9 consistently in all of those hearings that I
10 was in, we heard a lot about this, about trying
11 to keep their counties together or keep the
12 same districts in their county or certain
13 number of districts in their county. There was
14 a lot of reference to trying to keep their
15 counties whole as much as possible. That
16 seemed to be a constant theme on each one, and
17 I think that aligns a lot with what I am
18 hearing from Representative Corcoran and from
19 Representative Young.

20 So I think in view of that factor of what
21 was the public input, there was -- there was a
22 lot about county boundaries and trying to keep
23 counties more whole when possible, and
24 obviously the numbers ultimately dictate, and
25 then there's Tier 1 issues that have to be

1 dealt with first, but when we get to these Tier
2 2 issues, I would concur with that, Chairman.
3 I believe that that is consistent with the
4 public testimony that we heard.

5 REPRESENTATIVE SCHENCK: Okay. Thank you.
6 Representative Rogers.

7 REPRESENTATIVE ROGERS: Thank you, Mr.
8 Chairman.

9 I know in keeping with the Voting Rights
10 Act and Amendments 5 and 6 and because we are
11 talking about preserving minority districts, is
12 there any guidelines or any policy, or what
13 would we use as a benchmark to maintain the
14 integrity of minority districts?

15 REPRESENTATIVE SCHENCK: Thank you. I am
16 going to ask our legal counsel to come back up,
17 Jeff, and address that question.

18 MR. WINSOR: Allen Winsor again.

19 The question, as I understand it, is what
20 is the benchmark for preserving minority
21 strength in the Voting Rights Act and in
22 Amendment 5. What you are prohibited from
23 doing is diminishing the ability of minorities
24 to elect candidates of their choice. That is
25 what Section 5 requires in the Section 5

1 counties. And very similar language appears in
2 Amendment 5, and so it is likely that that --
3 the purpose of that amendment then would be to
4 expand those Section 5 protections everywhere.

5 What goes into evaluating whether you have
6 satisfied that standard or not are a lot of
7 factors. It is not -- there's not a simple
8 numerical analysis. It is not a matter of what
9 percentage is there now and what percentage
10 there will be under a new plan. The benchmark
11 is the existing districts, and so you have to
12 evaluate what the ability of the minorities in
13 those districts currently is to elect, and that
14 is a difficult analysis, because it is not as
15 simple as looking at the numbers. That is one
16 point, but you have to look at the data about
17 how -- not just what makes up the district, but
18 how people vote, how the non-minorities vote.
19 And so there's a lot of factors that go into
20 it, and it is not an easy inquiry.

21 REPRESENTATIVE SCHENCK: Representative
22 Clarke-Reed.

23 REPRESENTATIVE CLARKE-REED: Thank you,
24 Mr. Chair.

25 This is probably a question for you as

1 well. If you were to draw a district that was
2 80 percent Hispanic or 80 percent black, would
3 that district be constitutional? Would it meet
4 constitutional muster?

5 MR. WINSOR: Mr. Chair?

6 Well, the simple answer is it depends. As
7 I understand, there is a concept that is
8 prohibited by Section 2 of -- it is a voter
9 dilution issue. And if you -- what Section 2
10 requires is that if you have a compact area of
11 minorities that votes cohesively and you meet
12 other certain standards, then you must draw a
13 single member district to protect that group.

14 Related to that, you can have a situation
15 where you have one minority district, but you
16 could have had more. And so it is a very
17 similar voter dilution analysis under Section
18 2, but it is not -- it is not as simple as
19 looking at what the percentages is, or what the
20 percentages are. You have to look at what the
21 surrounding areas are, and, again, not just the
22 numbers, but how those people vote, how the
23 opponents vote, and then even after you -- in
24 the Section 2 context, even after you meet the
25 standard prerequisites, you have to evaluate

1 the totality of the circumstances, which
2 involves a whole number of factors, including
3 the history in the districts and a number of
4 other factors. So it is -- there is no magic
5 number that would say a district is
6 constitutional or unconstitutional with respect
7 to a percentage of minorities.

8 REPRESENTATIVE SCHENCK: Other questions?
9 Representative Baxley.

10 REPRESENTATIVE BAXLEY: In the earlier
11 presentation -- and, again, I thank staff,
12 there's a tremendous amount of work gone into
13 trying to sort all this out. I was just
14 curious about the technical aspect of you were
15 talking about African-American and Haitian.
16 How does the voter data allow you to
17 distinguish that or sort that out?

18 MR. TAKACS: Thank you, Mr. Chairman.
19 The census does that for us, essentially.
20 That is one of the questions that is asked in
21 the census, as well as the American Community
22 Survey. So there is data available where
23 people have identified themselves as Haitian,
24 in this example.

25 REPRESENTATIVE SCHENCK: I think Bob wants

1 to add to that as well, Representative Baxley.

2 MR. WEST: The Haitian number is only in
3 the American Community Survey, the ACS data,
4 which is a survey and not an actual counting of
5 the people. And that was not a question in the
6 actual census that was just taken in 2010, in
7 April, but it is part of the survey and the
8 long form that people are mailed too, and we
9 have taken those numbers and we have included
10 it in our data so you can see those, but it is
11 an estimate rather than the actual counting of
12 the people.

13 REPRESENTATIVE SCHENCK: Okay. Seeing no
14 other -- Representative Clarke-Reed, another
15 question?

16 REPRESENTATIVE CLARKE-REED: Yes, just to
17 clarify the information that was just given.
18 On the census, I think it was question eight or
19 nine, folks were able to self-identify as to
20 whether they were Haitian, Jamaican,
21 Trinidadian or whatever other nationalities,
22 and I think that -- if I am not correct, you
23 can check that out, so you would have some
24 indication from the census who was identifying
25 as a Haitian, a person identifying themselves as

1 a Haitian.

2 REPRESENTATIVE SCHENCK: Great, thank you
3 for pointing that out.

4 Other questions? Representative Bernard.

5 REPRESENTATIVE BERNARD: Thank you,
6 Mr. Chair. I have two questions. How much --
7 how much can we rely on the ACS, on those
8 numbers?

9 REPRESENTATIVE SCHENCK: Go ahead.

10 MR. WEST: ACS only reports those numbers
11 at a very high level, maybe about 7,000 people
12 per section level, and it is an estimate of
13 about one percent of your population over a
14 five-year period. And so if you get down into
15 the micro level and the very low level, it is
16 not very, very accurate, but as you build it
17 into a district, then it tends -- because of
18 adding all those numbers together, it tends to
19 become more accurate as you get into larger and
20 larger numbers.

21 REPRESENTATIVE BERNARD: One more
22 question, Mr. Chair?

23 REPRESENTATIVE SCHENCK: Sure.

24 REPRESENTATIVE BERNARD: I am just trying
25 to think. For the districts, I hear the

1 majority-minority districts, and if I am
2 correct, there is -- we can create influence
3 district, coalition districts, access
4 districts. Are we looking at all those four
5 districts when we are trying to create these
6 districts?

7 REPRESENTATIVE SCHENCK: Go ahead, Bob.

8 MR. WEST: That will be in all the data;
9 in fact, my presentation is coming next. You
10 will see the report and it is in your binder
11 where we've actually given those Haitian
12 numbers in some of those reports, so you will
13 have them as a reference when you are looking
14 at the districts so you can see how each one of
15 those districts are made up.

16 REPRESENTATIVE BERNARD: Follow-up, Mr.
17 Chair?

18 REPRESENTATIVE SCHENCK: Uh-huh.

19 REPRESENTATIVE BERNARD: So we will be
20 able to know if it can be an influenced
21 district versus a coalition district versus an
22 access district?

23 MR. WEST: Those numbers will be there,
24 and that is more of a statistical determination
25 on those other levels, and that -- that's --

1 you would have to get an expert more to do
2 those.

3 REPRESENTATIVE BERNARD: Okay. Thank you,
4 Mr. Chair.

5 REPRESENTATIVE SCHENCK: Uh-huh. Okay.
6 With that, then, as Bob was alluding to, if you
7 guys will turn to tab one, tab one, two and
8 three will be part of our policy chief, Bob
9 West's, presentation. So with that, we will
10 transition into some more numbers.

11 Hey, Bob, turn your mike on.

12 MR. WEST: All right. In your binder, you
13 have a copy of a report that we will be
14 producing for each of the plans that we present
15 in committee, and in this report, what I have
16 tried to do is bring together all the different
17 facts that you will need and that will be
18 helpful for you in your decision on analyzing
19 different districts. And then also in tab
20 three, we have given you a bunch of definitions
21 of what my little cryptic headings mean and
22 what they refer to. So you can look in tab
23 three if you want to see what some of the
24 headings mean.

25 So the first part is what we will look at

1 and analyze. When a plan or an amendment comes
2 in, we will look at some of the basic numbers,
3 and the first thing that we will do is we will
4 look -- you can look at the name of the plan,
5 and in the name we have a little code and
6 within the name that tells you a lot of
7 information. The first letter for public plans
8 is either an "S" or an "H." And what that
9 means is if the public plan was presented to
10 the Senate, it will have an "S." If it was
11 presented to the House, it has an "H." And
12 then all public plans will have a "PUB" there
13 to tell you this is a public plan, this is not
14 something that came from the Legislature.

15 Then the next letter tells you, is this a
16 congressional plan or a House plan or a Senate
17 plan, and so you can get that information from
18 just looking at the name. And then the next
19 number is a sequential number. We started out
20 at 1 and we are up to, what is it, 165, I think
21 it is -- no, 156. I reversed the numbers.

22 Now, when we start presenting plans in
23 committee and amendments and all, we will
24 change the naming convention just slightly.

25 The first letter, if the amendment was

1 presented in the House, it will have an "H."
2 If it came from the Senate, it will have an
3 "S." Then in the next three numbers there, if
4 it is a "000," it means it is a committee Bill.
5 If it has a number here, it will -- and you
6 have -- and it is an amendment, and what it
7 will be, this will be the number of the
8 district of the person who is presenting that
9 amendment. So if you have District 1, you will
10 have a "1" here. And then the next part of it
11 will stay the same. If it is a Senate -- if it
12 is a Congressional Bill, it will be a "C,"
13 House Bill, "H," and Senate Bill, "S." Then
14 the numbers, we are going to start out at 9001
15 in numbering the numbers of amendments and
16 bills. And like you do with bills, all of our
17 numbers will be odd numbers here in the House,
18 where all of the bills that come from the
19 Senate will be even numbers, and they will also
20 start out theirs with 9000, but they will start
21 out with 9000 where we will start out with
22 9001.

23 Then when we -- your plan comes in, we
24 will run this program over it that does an
25 analysis, and the first question it will ask

1 is, is all the population been allocated in
2 this plan, is it a complete plan. And if it is
3 a good plan, these first two numbers should be
4 the same. And then what is the ideal district
5 number for the plan? And in a congressional
6 plan, it is 696,344. And then for the House
7 plan, it will have that number there. And then
8 the next number it will give you is what the
9 remainder is. This is really important on a
10 congressional plan, because the remainder of
11 22, what you would do is you take that from 27,
12 the number of districts, and it means that five
13 districts, the remainder, should be a
14 population of 696,344, and 22 districts should
15 have a population of 696,345.

16 And then the next couple of numbers will
17 not be as important in the congressional plan,
18 but when you get down to a House or Senate
19 plan, they will be. And what the first number
20 here is is the smallest district in numbers, in
21 population, what is it, what is the lowest
22 number of all the districts that are in your
23 plan. And the second number is what is the
24 highest number of people in all the districts
25 in your plan. So it gives you a comparison

1 there. And then the next number will give you
2 what the deviation, and, of course, in a
3 congressional plan, it will be zero to one,
4 that is what it will be in all of them, but in
5 a House or Senate plan, these numbers can be a
6 lot higher numbers, and it just tells you how
7 many people you have over or under the optimum
8 population.

9 And then you will have the deviation as
10 given as a percentage. We will take those
11 numbers and do some math and come up with a
12 percentage. And what you want to look at on
13 that line is what the total deviation is.
14 Okay. In federal law, it is probably -- they
15 pretty much say it is around five percent. We
16 are going to try to hold it from about two
17 percent under to about two percent over, to
18 about four percent in that number as staff, and
19 we may even do better than that.

20 Then the next section is different
21 geography, the mapping part of the analysis.
22 And in there, what we will do is we will give
23 you the number of blocks assigned. If this
24 number is not 484,481, it means that you have
25 not assigned all the blocks within a plan, and

1 so it is not a complete plan.

2 The next number is we will check how many
3 non-contiguous pieces there are in a plan, and
4 in a plan that is ready to be presented to the
5 Legislature, it should always be one. And what
6 that one is is the Dry Tortugas, and the Dry
7 Tortugas, no matter how you try, you can never
8 make it hook up with Key West, because it is an
9 island.

10 Then we will tell you how many splits
11 there are in the plan, how many times does a
12 district split a county, that is what this next
13 number here, and in this particular plan that
14 is being analyzed, 21 times is the answer. How
15 many times were cities split in this plan? In
16 this plan, it will be 77. And what we have
17 given you, there is a total of 411 incorporated
18 cities in the state of Florida, and that is
19 what the other number, so this plan splits 77
20 of the 411 incorporated cities. And then how
21 many VTDs were split, Voter Tabulation
22 Districts, and this -- we are giving you the
23 same number. And there's a little nuance to
24 this in that we are counting the people that
25 have been split, so if you have a VTD or a city

1 that maybe includes a lake that has no people
2 on it, and you split it so you could move a
3 district through, we are not going to count
4 that as a split. We are only counting where
5 there is a person in that split as a split.

6 Then the next thing will be a breakdown of
7 the minority population percentages. And what
8 we will first give you is what the current map
9 does, how many districts are -- there are of
10 that -- of black or Hispanic in the current
11 map, and then we will tell you the new plan,
12 the plan that is being analyzed by the report,
13 what is the number for that one. And on there,
14 we will give you the percentages, how many
15 districts meet -- how many districts are 20 to
16 30 percent. In this top one, it is five. How
17 many are between 30 and 40. Notice two dropped
18 off, now it is three. And then 40 to 50, the
19 same, and then 50 to 60, another one dropped
20 off, and then 60 percent. So it gives you a
21 way to look at the plan and say how are we
22 doing compared to what we are right now.

23 Then the next area that we are going to
24 analyze for you is the area of compactness.

25 Now, as I have been reading up on compactness,

1 and I have been reading quite a bit lately, the
2 literature lists 36 different ways that people
3 have measured compactness. And originally I
4 was going to try to give you all 36, but I
5 found that some of the formulas for all these
6 different compactness measurements were not
7 readily available. So what we are going to do
8 is we are going to give you the base
9 measurements that are used in all those
10 compactness measures, and then if you have an
11 expert or something, we will have all the
12 measurements there that they need to run all
13 the different formulas.

14 And the first area that the literature
15 talks about is counting the perimeter, the area
16 that you would have to walk to go all the way
17 around the district. And a lot of the experts
18 say, well, you can't just count the base
19 perimeter, because how about if you are
20 comparing two districts, one where the border
21 was on an Interstate and one where the border
22 was on a lake or a bay or a river. Well, of
23 course, the river one would be a lot longer,
24 because it weaves and goes in and out like any
25 water body does. So what they have done is

1 said, well, instead of just giving me the
2 actual measurement, simplify it and just give
3 me the simplified version of that. And you can
4 see where the arrows were on this particular
5 district, and you can see the blue line and you
6 can see the difference between the border in
7 the district and the blue line, which is the
8 simplified version. And so we will give you
9 those measurements as well.

10 Then we are going -- in those shapes, what
11 we will list is we will list the current map,
12 the map that you are analyzing, and we will
13 give you the perimeter of it, how far it is
14 around, and on the first section, what we are
15 doing is we are giving you how much the
16 distance is all the way around of all the
17 districts all added together in the map. So on
18 this one, because it is a congressional map, we
19 gave you the combined total of all 27
20 districts, which is 8,300 miles. Then we are
21 going to give you the area of all those
22 districts, and we are going to just give you
23 what the relationship is between the two. Then
24 on the lower line is the simplified version,
25 and you can see that is a lot smaller, a lot

1 shorter, than the actual measurement.

2 Then what we are going to do -- there are
3 several ways that people look for compactness.
4 Number one is they say for dispersion. You
5 shouldn't have a district dispersed a whole
6 lot, it should be -- well, like you can see
7 here, a circle. If all your districts were
8 circled, then they would be the perfectly
9 compact measure, according to this measurement.
10 And you can see here what the district looks
11 like and what the circle that would surround it
12 looks like. And so what we are going to do is
13 we are going to give you that circle's
14 perimeter and that circle's area, we are going
15 to give you the relationship between those two,
16 and then we are going to give you the
17 relationship between the base district, and the
18 PC there is the perimeter of the circle, and
19 then you have the A there and the AC, and that
20 is the area of your district divided by the
21 area of the circle. Now, those who use this
22 measurement say that the higher -- the closer
23 you come to 100 percent on the area, the more
24 compact the district is. And then we are going
25 to give you the simplified version of that same

1 measurement, like you can see here.

2 Now, some people say, okay, that doesn't
3 really work in all the different situations, in
4 places like Florida where you have a panhandle
5 which limits how -- circular districts, you
6 know, those would be given bad scores in that
7 particular measurement. So what they say is
8 you should use a convex toll. And what this
9 says is how many concave sections or fingers do
10 you have in your district. And like that green
11 line there, it gives you the measurement of
12 that green line and the area that is within
13 that. And this is the indentation, it looks
14 for indentation measurements. And so we are
15 going to give you those numbers as well that
16 you can compare and look at districts with, and
17 we are going to give you the perimeter of that,
18 the area, the relationship they are, and then
19 the comparison they are between the base shape,
20 which is the P , and the PC , which is the P for
21 the convexed hull or the perimeter for the
22 convexed hull, and we are going to give you the
23 area of those. And, again, the closer they are
24 to 100 percent, the district that you have that
25 is closer to being a perfect convexed hull.

1 And then we are also going to give you a
2 couple other measurements. Here I am calling
3 them width and height. What the width is is
4 take the point on the district that is the
5 furthest east, and then take the district --
6 the point on the district that is the furthest
7 west, and what's the distance between those two
8 points. And then I am going to give you the
9 height, which is what's the distance at the
10 furthest north to the distance to the furthest
11 south point in that district. And for people
12 who think -- that use -- instead of using the
13 circle, want to use like a square or a
14 rectangle to measure the district, these
15 numbers will tell you how you are doing on that
16 measurement. And then what I have done is I
17 have added the two of those together, and for
18 somebody who wants districts to be a perfect
19 square, the lower this number is, the better --
20 closer it is to a perfect square.

21 Then we have also given you some things --
22 some measurements that aren't based on
23 geography, but are based on people and
24 population density. And for these
25 measurements, what we do is we take every VTD

1 in the map and compare it to every other VTD in
2 the map and say what is the distance as an
3 airplane flies or as the crow flies between the
4 center points of those two VTDs, and then what
5 is the population of the district within those
6 VTDs. And then we do a mathematical formula
7 that says distance times population, and we
8 come out with one number. And then we say
9 total population of all those calculations, and
10 we come out with another number. And then we
11 divide the two of those into each other, and
12 then what we do is we come out with a mileage,
13 an average distance that it is that people in
14 your district are from each other. So in a
15 place like downtown Miami, these numbers will
16 be very low. In a rural area, you know, these
17 will be a lot higher. Now we take all those
18 numbers and add them up, and a lower number on
19 here would tend -- say that your -- the
20 districts that you have drawn are more compact
21 population wise than one with a higher number.

22 And also, on congressional maps, you also
23 have to think that the current map has 25 that
24 you are adding together, and the map that we
25 will be drawing from congressional has 27. So

1 that is -- in reality, if both of them were the
2 same compactness, your current one should be
3 less than the new one, because it has less --
4 less people as such, or less districts that you
5 are considering. But you can see in this
6 particular map, the new map is still more
7 compact than the current map.

8 And then also we give you those same
9 numbers for population, VAP, VAP black and VAP
10 Hispanic. And what you want to do is these
11 numbers should tend to be very close to each
12 other, and if they are not, then you need to
13 look at the districts. And you can see in the
14 statewide maps, the Hispanic is quite a bit
15 lower, and that is because your concentration
16 of Hispanic is mainly in Miami where you have
17 them very, very close, whereas some of the
18 other numbers are more spread out.

19 Then we are going to take and say, okay,
20 my district has this big bay right in the
21 middle of it, and what we are going to do is if
22 you went from star to star directly across the
23 bay and measured the distance, that would be
24 the first measurement we are giving you. But
25 what we have also done is taken all of those

1 measurements and all those center points and we
2 have run them through Bing maps and asked Bing
3 maps how far would I have to drive in order to
4 get to those two points. And if it is in the
5 middle of a bay, you can see, it is a lot
6 further you would have to drive. And this
7 gives you the real compactness of people
8 actually getting -- getting and meeting up with
9 each other. And so we will give you another
10 number, which will tend to be higher than the
11 direct number in the district, and this is
12 how -- how far you're going to have to drive in
13 order to serve your district. So a higher
14 number means you are going to be in your car a
15 lot more. A lower number means that you won't
16 be in it as much. And then I also -- because
17 we had the numbers there, I am going to tell
18 you how many minutes you are going to be in
19 between each of those points, and so this is
20 the number of minutes that the average person
21 lives from each other within your districts.

22 Okay. We have those statewide numbers,
23 and then we are going to take and give you
24 those same numbers based on a
25 district-by-district basis so you can see how

1 each district does and how they relate to each
2 other. And those are some of the other reports
3 that you see in there.

4 Then the other one, this one will help you
5 for a lot of you have the question, well, this
6 new -- new plan, what district is it most like,
7 you know. And what this will do is if you look
8 at the district number, this is the district
9 number in the plan, this is the population of
10 that district, the deviation of the district,
11 and then this is the district number in the
12 current plan that the new one is most like. So
13 if somebody started numbering at 120 in the
14 Panhandle and went down -- all the way down to
15 1 in Monroe, you would still be able to say
16 what district was most like -- in the new plan
17 was most like another district in the current
18 where you are elected now.

19 And then this next number tells you how
20 many people they have in common between the old
21 and the new. And in here, you see District 1
22 has 94 -- 95 percent, basically, people in
23 common, where you go down to District 5 there,
24 and you only have 68 percent of the people in
25 common. Then it tells you the voting age

1 population that they have in common and then
2 the black population that they have in common
3 and the Hispanic population they have in
4 common. So you can get down and sort of
5 analyze those districts and see what they do
6 just from the numbers.

7 And then we are going to compare -- and
8 then we have a more detailed analysis of those
9 districts, and in there we give you the
10 district number, and then we go in and we give
11 you all the other districts that make up that
12 particular district, and we tell you how many
13 people they have in common and what percentage
14 of the population they make up, what the common
15 voting age population is. And then these next
16 two numbers are -- you got to understand, in
17 the section that they have in common, what is
18 the black population of that section. So in
19 that section, on this first one between 7 --
20 District 7 in the old district and District 5
21 in the new district, there is 3.75 percent
22 black population. And then how much of the
23 total black population does that section make
24 up, and that is 30.84 percent. So you can sort
25 of see when you are building those districts

1 where the population came from. And we are
2 going to do the same thing for Hispanics.

3 Then for the next thing that we are going
4 to give you on each plan is we are going to
5 tell you how many times does this plan split
6 the counties and how many times does this plan
7 split the cities, and we are also going to give
8 you how many times the VTDs were split. And in
9 there, you will see the red, that means it was
10 split. If it doesn't have a red and it doesn't
11 have any numbers after it, that means that you
12 kept the whole city or the whole county, and if
13 I don't list any VTDs at all, that means you
14 kept every VTD without splitting it. So this
15 is a way for you to just sort of analyze those
16 districts and see how different plans are
17 handling these different standards.

18 And then what we will do from there is we
19 will take -- for those that do split, we will
20 take and give you the name of the city or the
21 name of the county that was split, or for VTDs,
22 it is a number, and it is just a
23 census-provided number that we will give so
24 that you can go back and find the place that it
25 was split, and then we will tell you that city

1 or that county, how many times the plan splits
2 it. So this particular city was only split
3 twice. It was only split in two. Now, you may
4 see a number of two, three, four or five. That
5 means that place, that city or county, was
6 split that many times. Then we are going to
7 say in this split, what is the population in
8 this split. So there's only 11 people in this
9 -- from that city in this particular district.
10 And then we are going to tell you the full
11 population of that particular city or
12 particular county so you can get an idea of
13 what was done there just from the statistics,
14 and we will give you these for each of the
15 plans that we are putting out there.

16 And with that, that is the end of my
17 presentation.

18 REPRESENTATIVE SCHENCK: Thank you, Bob,
19 for that riveting presentation.

20 All right. Questions or comments on that?
21 Shockingly, I don't see any. Representative
22 Bernard.

23 REPRESENTATIVE BERNARD: Mr. Chair, thank
24 you. Since you are a teacher, would you be
25 able to teach us geometry?

1 REPRESENTATIVE SCHENCK: I was a social
2 studies teacher, Representative Bernard. Good
3 question though. Okay.

4 MR. WEST: I imagine you don't like
5 numbers.

6 REPRESENTATIVE SCHENCK: Right. I am
7 scared to recognize Bob again, because I think
8 he might pull some more numbers out, so with
9 that, we will ask him to turn the podium over
10 to Ben, who is just going to update us on a few
11 of the changes to the House redistricting
12 website. All kidding aside though, Bob has
13 done an outstanding job. I mean, really
14 redistricting boils down to numbers, and so
15 breaking them down and looking at them in the
16 amount of ways he has is really -- really takes
17 a lot of time and a tremendous effort. So
18 thank you with that.

19 All right, Ben, something a little less
20 complicated, go right ahead.

21 MR. FAIRBROTHER: Yes, sir. Thank you,
22 Mr. Chairman.

23 This morning I will be giving a brief
24 overview of the House Redistricting Committee's
25 new bills and amendments page. This new page

1 is going to be available through
2 myfloridahouse.gov, and as you can see right
3 now, I've got myfloridahouse.gov's home page
4 pulled up, so let's go ahead and navigate to
5 our redistricting committee page on this site.

6 Near the top of the page, you will see --
7 near the top of the page, you will see a link
8 to the actual bills and amendments page that I
9 will be talking about. In the near future,
10 this link will be more prominently displayed on
11 the home page of myfloridahouse.gov and then
12 also on floridaredistricting.org. So let's go
13 ahead and pull that page up.

14 The purpose of this new page is to kind of
15 create a one-stop shop for all committee
16 actions involving redistricting bills and
17 amendments, and the need for this additional
18 resource specifically is similar to why the
19 House Appropriations Committee has a separate
20 page of their own to aggregate information
21 relevant to particular issues, particular
22 unique issues, and this page will give you more
23 information that kind of goes beyond what the
24 traditional Bill tracking page provides.

25 The actual text of a redistricting Bill

1 can be several hundred pages of technical
2 language and includes geographic descriptions
3 of each district, and that is not as useful as
4 maps or statistics that will be provided here.

5 So here on the redistricting Bill and
6 amendment page, you will find numerous maps and
7 statistics that are going to be relevant to
8 your review and your constituents' review of
9 proposed maps that are going through the
10 process.

11 So now let's go through the different
12 parts of this page. On the top right side of
13 the page, you will see -- where my mouse is
14 right now, you will see a number of different
15 status reports, and each of these links will
16 allow you to download a PDF version of the
17 status reports of whatever you are clicking on
18 there. Right now they don't have any substance
19 because there has been no official legislative
20 action taken by the Committee, but as action is
21 taken, they will be populated. And these
22 reports will also serve as kind of your and
23 your constituents' cheat sheet as -- if they
24 wish to follow the process, and different
25 amendments and bills that are being considered

1 will be up here.

2 Now, next to the bottom left of the
3 screen, and I will scroll down so you can see
4 it, you will see a section for bills, and this
5 is where all the bills that are moving through
6 the process can be found. Right now we have
7 loaded current maps just to give an example of
8 how this proposed Bill section will look when
9 the bills are there. So let's take a look at
10 one of the examples there.

11 Click on that first box like I did, you
12 will see a number of links that drop down. The
13 first link will take you to the traditional
14 Bill page that I mentioned earlier, and the
15 following links will take you to different
16 map-viewing options, including a link to the
17 Committee's blog site where constituents can
18 actually go and comment on the bills and
19 amendments that are being processed -- or the
20 bills that are being processed.

21 Next, if I can turn your attention to the
22 right side of the page, you will see the
23 resources section where there's a number of
24 helpful links. The first link is
25 floridaredistricting.org, the next is to My

1 District Builder, and then the next is to how
2 to -- is a link to a document that tells you
3 how to save and view a map in My District
4 Builder, and let me go ahead and click on that
5 link so I can show you. You may wish to load a
6 map in My District Builder if you wanted to
7 create an amendment to a certain map that has
8 been filed, but you wanted to start from where
9 that map is, so you can view it in My District
10 Builder and then make your changes from there.

11 The last two links in that section relate
12 to the redistricting rules and procedures, and
13 they include the September 27th memo from the
14 House Rules Committee, as well as the
15 procedures and amendments that were adopted by
16 this Committee last April. And in that regard,
17 what is unique about this page, much like the
18 information on the House appropriations web
19 page that we posted on myfloridahouse.gov, is
20 that this is equal -- this is here equally for
21 you and the public. Traditionally, you and
22 your staff would have used LEGUS to track
23 legislation, and the myfloridahouse.gov site
24 would be used mainly for the public. This is
25 going to be used equally by you and the public.

1 Now, looking beyond the resources section,
2 if I can scroll down for a second, we'll see
3 two amendment sections. The first is for
4 pending amendments, obviously. The second is
5 for amendments already considered. These
6 sections are going to be displayed in the same
7 manner as the Bill section where you have a
8 main amendment and then the drop-down menu with
9 details. Earlier Bob West discussed the
10 numbering system for proposed maps, and it is
11 important to note when you visit this page, you
12 will see official Bill numbers of redistricting
13 legislation, which will always be in the 6000
14 series, and you will also see in parentheses
15 the redistricting plan number that we assign
16 plans when they are received by the Committee.
17 That is important, because if an amendment is
18 adopted to a redistricting Bill, then both the
19 Bill and the amendment will have the same file
20 plan number. And overall, this page is going
21 to serve to provide a history of what complete
22 maps were offered and considered in the
23 legislative process.

24 And, furthermore, if and when amendments
25 are filed to redistricting bills, you will

1 receive an e-mail with links and attachments
2 and a link to this page where you can track
3 that information. So this page is going to
4 serve as a means for you to review and study
5 the redistricting amendments that have been
6 filed as well.

7 And that concludes my presentation, Mr.
8 Chairman.

9 REPRESENTATIVE SCHENCK: Great. Members,
10 any questions on the site, Website?

11 Seeing none, thank you.

12 MR. FAIRBROTHER: Thank you.

13 REPRESENTATIVE SCHENCK: Okay, members,
14 that is it, that concludes our meeting today.
15 So if there are no final questions or comments,
16 then with that, Representative Corcoran moves
17 we rise.

18 (Whereupon, the proceedings were
19 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 87 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 16th day of February, 2012.

CLARA C. ROTRUCK

Notary Public

State of Florida at Large

Commission Expires:

November 13, 2014