

1 U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
2 INDIAN HOUSING BLOCK GRANT FORMULA
3 NEGOTIATED RULEMAKING COMMITTEE
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8 Wednesday, April 23, 2014
9 8:34 a.m.

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Washington Hilton Hotel
1919 Connecticut Avenue, N.W.
Washington, D.C. 20009

- 1 PARTICIPANTS
- 2 SUSAN PODZIBA, Facilitator
- 3 ANNETTE BRYAN, Co-Chair
- 4 JASON DOLLARHIDE, Co-Chair
- 5 JASON ADAMS
- 6 MARK ASIALA
- 7 ELENA BASSETT
- 8 RODGER BOYD
- 9 HEATHER CLOUD
- 10 GARY COOPER
- 11 PEGGY CUCITI
- 12 MINDI D'ANGELO
- 13 PETE DELGADO
- 14 SAMI JO DIFUNTORUM
- 15 SARA FIALA
- 16 KARIN LEE FOSTER
- 17 RAYMOND GONZALES
- 18 CAROL GORE
- 19 SANDRA HENRIQUEZ
- 20 RICHARD HILL
- 21 CINDA HUGHES
- 22 TODD HUGHES

- 1 PARTICIPANTS (CONTINUED)
- 2 LEON JACOBS
- 3 TERI NUTTER
- 4 SAM OKAKOK
- 5 DIANA PHAIR
- 6 MICHAEL REED
- 7 S. JACK SAWYERS
- 8 MARTY SHURAVLOFF
- 9 RUSSELL SOSSAMON
- 10 MICHAEL THOM
- 11 JAMES TREAT
- 12 CHRISTINE VELEZ
- 13 SHARON VOGEL
- 14 BEN WINTER
- 15 ANEVA YAZZIE
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1 P R O C E E D I N G S

2 MS. BRYAN: So good morning. Good morning,
3 everybody. Can you hear me okay? Hello?

4 Good morning, everyone. Thank you for coming.
5 It's good to see you all.

6 We'd like to start our workday with a prayer.
7 We've asked Gary Cooper to offer that for us this
8 morning.

9 MR. COOPER: Lord, we just ask you to -- we thank
10 you for this beautiful weather, for starters. We ask
11 you to just be with us, to help guide us and direct us.

12 And thank you for getting everyone here safely.

13 We have a lot of work to do as we get started on
14 these next few days of negotiated rulemaking, and we
15 ask that you give us your blessing and give us your
16 guidance as we move into this very important work that
17 we have to do.

18 Lord, we ask that you reach out and touch all the
19 families back home that are less fortunate, that need
20 your help, that are -- have problems, have issues that
21 need to be addressed. We ask that you touch all of our
22 folks who are serving overseas, serving in the armed

1 forces, even -- even the ones back home.

2 We thank you for all that you've done. We give
3 you all the praise and the glory for everything that
4 you do, and we just ask all these things in your name.

5 Thank you, Lord, very much. In your precious name
6 we pray, amen.

7 (Pause.)

8 MS. BRYAN: All right. Good morning. We're going
9 to officially call this meeting to order.

10 I have identified 23 committee members. We do
11 have a quorum.

12 I'm Annette Bryan, and I am one of the co-chairs
13 elected by this committee. And to my right is Jason
14 Dollarhide, the other co-chair elected by this
15 committee.

16 We have a welcome on our agenda from Sandra
17 Henriquez. So we'll go ahead with that.

18 MS. HENRIQUEZ: I thought I would try to stand up
19 for a minute. Good morning, and welcome to Washington,
20 D.C., particularly for those of you who have come the
21 furthest, and I hope that you stay long so that you can
22 get through your jetlag and enjoy the city.

1 Unfortunately, the timing was wrong. We missed
2 the cherry blossoms, but the city is still absolutely
3 gorgeous and continues to bloom. So if you get a
4 chance, please spend some time here just enjoying all
5 that D.C. has to offer.

6 I might as well get the hard part out of the way.
7 Many of you know that this is my last negotiated
8 rulemaking. And so, I want to say to all of you it's
9 been wonderful. We've got a lot of hard work. We will
10 keep our sleeves rolled up. We're going to go at this
11 these next 3 days. We're going to accomplish a lot.

12 I look forward to moving this process as much as
13 possible, and I'll look forward to spending time with
14 you from now until the close of our session on Friday.

15 God is watching all the work that we do, as we
16 heard in our morning prayer. I firmly believe that,
17 and with that, his blessings on us, let us get to work.

18 Thank you.

19 MS. BRYAN: Thank you, Sandra. Thank you, Sandra.

20 So I'm next for welcoming being on the agenda,
21 Jason and I. So welcome, everyone. I won't spend too
22 much time on that because we got started a little late

1 this morning.

2 Good to see you all made it here safe and ready to
3 roll up our sleeves and get to the heart of what we're
4 here for.

5 We have hotel logistics and housekeeping items.
6 Sara, you're next on the agenda.

7 MS. FIALA: Hi, everyone. I'm Sara Fiala. I work
8 for FirstPic. Welcome to Washington, D.C. Just going
9 to take a couple of minutes and go over a couple of
10 brief things about the hotel and some logistics.

11 This is the hotel map. There's copies outside,
12 and I know the committee members received it before.
13 Right now, this is the general session room. We're in
14 Columbia 6 and 8. This is the main where we'll be
15 meeting as a full committee.

16 There are five breakout rooms for caucus or
17 workgroups, and you can see they're highlighted in the
18 sort of lighter orange. There's Columbia 3 and 4, if
19 you go out and make a left. And then there's Columbia
20 11 and 12, if you go out of this room and make a right.

21 There will be signs posted outside directing you,
22 and then if you need help, just ask any of our staff

1 that are around.

2 We also have an Oaklawn Room that is upstairs on
3 the lobby level. So you can either take the steps out
4 or you can go back up the escalators toward the main
5 lobby, and then you'll make a right off the -- or sort
6 of go straight off the escalator. So we'll have signs
7 pointing you there as well.

8 Caucus room assignments. So if the committee
9 decides to break into caucus, we've assigned rooms. So
10 you can see where they are, and again, we'll have signs
11 posted outside of each room. And we'll keep a master
12 list up at the registration table, or you can ask any
13 of the staff.

14 So, again, Columbia 3 and 4 are out the doors to
15 the left. Columbia 11 and 12 to the right. Southwest
16 will be meeting in this room, and then Northwest
17 upstairs in the Oaklawn Room. And then HUD can meet in
18 the Piscataway Room, which is also upstairs on the
19 lobby level.

20 And then here are the workgroup room assignments,
21 again pretty self-explanatory. So the formula area
22 groups will be over to the left in 3 and 4, FCAS. And

1 then if we decide to break into smaller groups or
2 additional workgroups, we have two other spaces
3 available as well for that.

4 The big thing of the day I think is probably
5 wireless for everyone. So here is the wireless
6 information. This works in any of the meeting group
7 rooms, so either on the lobby level or on this level.
8 Just make sure that you're selecting the Hilton Honors
9 meeting group. So it's FirstPic, and then the password
10 is 2014.

11 Restrooms on this level are if you go out the
12 doors and make a right and go around, you'll see the
13 signs for them. There is coffee and tea out now. I
14 don't know if there is any left, but there should be
15 some out there. There was this morning.

16 And then just a sort of gentle reminder. The
17 microphones, you do need to press the buttons on.
18 They're the same as in Denver. Make sure you turn it
19 off when you're done speaking.

20 And then we have our court reporter. So if you
21 could please remember to announce your name before
22 speaking, that would be greatly appreciated.

1 So, again, welcome. And if you have any
2 questions, please don't hesitate to ask me. We have
3 staff all throughout the meeting area. So please let
4 us know if there's anything we can do to help.

5 Thanks.

6 MS. BRYAN: Okay. Next on our agenda is the
7 approval of the agenda, and it was pointed out to us
8 that there are no regional caucus times. So looking at
9 the agenda, if you would like to propose a space for
10 that, I would say this is the opportunity for us to do
11 that if people want to do that before we get into our
12 workgroups, and I'll open it up for discussion.

13 (No response.)

14 MS. BRYAN: So just going over it briefly. In the
15 morning, we're going to have a presentation of the --
16 and review of the American Community Survey data from
17 the Census Bureau. They're kind enough to come and
18 give us that presentation. And then a presentation and
19 review of the ACS data run with a Q&A.

20 So that's going to take up the bulk of the
21 morning, and then we think that we'll probably have
22 lots of questions. So it may run into lunchtime. And

1 then, after that, we're going to break into workgroups
2 after lunch in the afternoon.

3 So we could leave it up to the regions to pull
4 each other aside before the lunch break and break into
5 caucuses before workgroups or just add it in now. So
6 I'll leave that open, and if not, we'll look for
7 approval of the agenda.

8 MR. DOLLARHIDE: Good morning. My name is Jason
9 Dollarhide with the Peoria Tribe of Indians of
10 Oklahoma. I am the co-chair, but I'm going to give
11 that over to Annette so I can make a comment.

12 I would -- as far as the agenda goes, I would like
13 to see, I know we have the 9:45 a.m. and 11:00 a.m.
14 presentation and review of the ACS data run and a
15 question and answer. I really believe that that could
16 quite possibly leak over into the afternoon, where we
17 do have the workgroup sessions on the agenda.

18 I would like to ask folks if they would like to
19 see perhaps maybe some more time this afternoon for
20 more questions and answers from the presenters of
21 those, the ACS? I don't know how anybody else feels
22 about that, but I just felt like the 9:45 a.m. to 11:00

1 a.m. is really kind of a small timeframe for folks who
2 wanted to ask questions and get answers.

3 So I'll leave that open. So that would be my
4 suggestion. I don't really have a -- you know, if we
5 need an hour in the afternoon after lunch with the
6 presenters or if we need all afternoon or if, you know,
7 we're sufficient with the agenda that we do currently
8 have now.

9 Thank you.

10 MS. BRYAN: Carol Gore? Can I get a new
11 microphone? I don't know if this one works good.

12 MS. GORE: I just want to agree with Jason. I
13 think the information that's going to be presented this
14 morning is pretty important to all of us. So I think
15 if the committee understands and we agree to be
16 flexible so that everybody gets a chance to ask
17 questions and we just let it flow the way it might this
18 morning, I'd be in favor of that.

19 And also, regional caucuses perhaps after that, if
20 the committee then agrees, that would be my suggestion.

21 Thanks, Jason.

22 MS. BRYAN: Aneva?

1 MS. YAZZIE: Good morning, everyone. Thank you.

2 I would agree with my colleagues. It's been a
3 while since we had the last meeting, and I think to
4 look at some of the data runs, there will be questions
5 that will be prompted. So I would agree with the
6 suggestions of both Jason and Carol.

7 Thank you.

8 MS. BRYAN: Does this require a motion to change
9 the agenda? How about if we do it by consensus?

10 Are there any objections to putting more time in
11 the afternoon for the data questions and possibly
12 putting in a caucus?

13 (No response.)

14 MS. BRYAN: So do we have consensus to change the
15 agenda to come back after lunch to continue discussion
16 of the ACS data? That's like this or -- okay. So
17 those suggestions are very good, and I think there will
18 be a lot of discussion.

19 Any -- yes? Jason said no. So we'll have more
20 discussion. Explain your position and offer an
21 alternative.

22 MR. ADAMS: Good morning. Jason Adams with Salish

1 Kootenai Housing Authority.

2 I guess my concern is I understand the concern as
3 far as going over, but I don't think we need to change
4 the agenda. I would just like it to be, as Jason had
5 stated, free flowing, and then if we have to do that,
6 we do.

7 But to be rigid and to anticipate an hour change
8 and put it on the agenda now, what if we don't need it?

9 I'm just saying let's try to stick to the agenda and
10 get our business done. We have a lot of work to get
11 through in the workgroup level. My hope is that we get
12 to the workgroup.

13 It'll be a good discussion on a dataset, but the
14 workgroup really is where the work has to get done.
15 And so, I'm hoping that we can get there. So that's
16 just my objection. Hopefully, we can stick to the
17 agenda.

18 Thank you.

19 MS. BRYAN: Okay. That sounds reasonable. Any
20 objection to leaving it the way it is?

21 Ms. Vogel?

22 MS. VOGEL: Good morning. Sharon Vogel.

1 Just so I understand that the questions, the
2 question and answer period will continue as long as
3 there is questions and discussion. Correct? Okay.
4 All right.

5 MS. BRYAN: Yes. Okay. So now it looks like it
6 says approval of the proposed agenda. So we're
7 approving the proposed agenda with flexibility to leave
8 it open, should we need to, after lunch for questions
9 and answers. That's where we're at.

10 Does that sound good to everybody? All right.

11 So next on the agenda, moving right along, is
12 committee review and approval of minutes from the
13 second session -- they are provided in front of you --
14 from September 17th through the 19th. They are quite
15 lengthy. Hopefully, you've had a chance to look them
16 over and read them, and we'll just open it up for any
17 comments.

18 (Pause.)

19 MS. BRYAN: Are we ready for approval of September
20 17th?

21 (No response.)

22 MS. BRYAN: Okay. I'm going to move for approval.

1 Unless you guys need more time, speak up, because I'm
2 going to motion on these minutes or move them forward.

3 So move for approval of the minutes for September
4 17, 2013.

5 Thank you. Any objections?

6 (No response.)

7 MS. BRYAN: Minutes are approved by consensus for
8 September 17th.

9 You guys need a couple of minutes to look at the
10 18th? Don't feel like we're rushing, but in the
11 future, we'll try to have these minutes out sooner so
12 we can pre-read them. Yeah, they're on the Web site.
13 I haven't seen them.

14 So I'm going to move for approval of September 18,
15 2013, minutes. Are there any objections?

16 (No response.)

17 MS. BRYAN: Seeing none, we'll move forward with
18 the approval of September 18, 2013, minutes.

19 (Pause.)

20 MS. BRYAN: Next we're going to move forward with
21 the approval of September 19, 2013, minutes. Do we
22 have approval of the September 19, 2013, minutes?

1 (Pause.)

2 MS. BRYAN: Are there objections to the approval
3 of the September 19, 2013, minutes?

4 (No response.)

5 MS. BRYAN: Seeing none, we will move forward with
6 the approval of September 19, 2013, minutes.

7 Thank you, everybody.

8 Next on the agenda are some proposed meeting
9 procedures that were emailed out to you all. I was
10 going to ask the facilitator to just go over those
11 logistically, and then we'll open it up for some
12 discussion.

13 Jason and I really want to do a good job as co-
14 chairs in making sure these meetings flow smoothly and
15 that we're able to accomplish work without spinning
16 wheels and spending too much time on wordsmithing. So,
17 and also we got some feedback that people weren't being
18 called on or, you know, we can't see all angles from
19 where we sit.

20 So just these procedures are just meant to be
21 helpful in moving things along and making sure everyone
22 gets called on in very specific order and that we

1 respect everybody's right to be heard. And we'll be
2 passing those out and opening it up for discussion.
3 This is how we'd like to hope to run things to help you
4 guys get your work done.

5 MS. PODZIBA: Thank you. My name is Susan
6 Podziba, and I'm going to go over the proposed
7 procedures, as requested by the co-chair.

8 The copy that is going around right now is
9 actually a little different from the one that you
10 received by email. It's not substantively different,
11 but it includes the actual language of the protocols so
12 you can see how these procedures, these proposed
13 procedures either mirror the protocols or add a little
14 bit just operationally.

15 So the first issue, recognizing committee members
16 in order of request. The proposal is that when you
17 want to speak, that you turn -- as people have been
18 doing, turn the name tent this way so that it's
19 visible. And they're harder than they were at the last
20 meeting. So they shouldn't flop over as they did a bit
21 last time.

22 When your card is visible in that way, we'll be

1 keeping an electronic list up here. So you'll be able
2 to see on the screen that your request has been seen.
3 And then the chairs will call in order of the list on
4 the screen.

5 The second issue, integration of chair in
6 facilitation rules. There was some overlap in the
7 protocols, and we had a few conference calls and sorted
8 it out. So, essentially, the chairs will be
9 recognizing committee members, running the agenda,
10 identifying and enforcing time limits of interruptions,
11 which are caucuses, breaks, and lunch.

12 And they'll take turns serving as the chair. And
13 if one is serving as the chair and wants to participate
14 in the debate, will turn it to the other one. And if
15 on the less possible likelihood that both of them
16 really need to dive into the debate, then they will ask
17 me to chair that part -- or not chair, but to run that
18 part of the meeting.

19 My job essentially will be to refocus the
20 discussions if they seem to have gotten a little
21 adrift, at the request of the chair, to enforce the
22 time limits for issues. The protocols call for 2 hours

1 per matter.

2 I've been asked also to suggest clarifying, but
3 not substantive language for proposals, if that's
4 helpful; to keep track of proposals and amendments to
5 proposals and amendments to amendments; and to, as I
6 said, manage the meeting at the request of the chair if
7 they both want to actively participate in the
8 discussions.

9 You can see the next page, page 2 is all language
10 straight from the protocols. So it's just to indicate
11 that there's not really any change, just
12 operationalizing those.

13 Issue three, determining consensus and expressing
14 objection. As has been being done this morning, the
15 chair will call the question for the vote and ask for a
16 show of objections. All committee members will show
17 objections by hand or by thumbs down and will be asked
18 to state their reason for objections.

19 And this is where there was a sense of
20 operationalizing the protocols. If one or two people
21 object, each of them will be asked to propose an
22 alternative that's responsive to their concerns, as

1 well as the concerns that have been raised by the rest
2 of the committee. And if many people object, rather
3 than asking everyone to offer a proposal, the chairs
4 will ask a person, at least to start, for a proposal
5 that will be responsive to the objections.

6 If there is no consensus after a series of votes,
7 the chair will decide either to take a break to allow
8 for informal discussion or table the matter for a later
9 time. And then, again, the bolded language is from the
10 organizational protocols.

11 Issue four, flow of discussion on a matter. This
12 is a little different, and I believe the chairs are
13 hoping to try this out, but open to suggestions and
14 revisions if it's not -- if it doesn't flow as they
15 hope. So the chair will identify the matter under
16 discussion per the agenda and call for something like a
17 flexible 15 minutes of open discussion.

18 So before proposals are formally offered to have a
19 chance for just some open discussion. And then when
20 the open discussion seems to have finished, the chair
21 will call for a proposal. They will then allow up to
22 three amendments, including friendly amendments, to an

1 amendment on a proposal prior to a vote.

2 And I think this was in an effort to be responsive
3 to the confusion that happened at the last meeting of
4 so many amendments and amendments to amendments, and it
5 was hard to keep track. So the idea is that there will
6 be a proposal, up to three amendments, and then there
7 will be a vote.

8 And if it goes down, someone can repropose the
9 proposal that went down with some revisions, but at
10 least we'll be able to start over in terms of tracking
11 all of the wordsmithing, et cetera, that went onto it.

12 Okay. And then what I will do in that, again, is
13 just assist the committee in refocusing at the request
14 of a chair. I'll try to -- I will keep track of
15 proposers and amendments to proposers and friendly
16 amendments, again offer clarifying language as needed.

17 I will inform the chair when 15 minutes of open
18 discussion has occurred and inform the chair when a
19 matter has been discussed for 2 hours.

20 And then, finally, the last is media relations.
21 And the bottom on page 5, the bolded language is the
22 language from the protocols. There was a sense since

1 the meeting is in Washington, D.C., that there may be
2 members of the press attending, and the chairs
3 determined that they'll pass any media questions to
4 FirstPic for response at a later time in order to have
5 a chance to informally consult with the committee
6 members before answering questions of the media.

7 And with that, I'll turn it back to you, to the
8 co-chairs.

9 MS. BRYAN: Thank you, Susan.

10 So we tried really hard to compare this document
11 with the protocols. The only thing that appears to
12 conflict but doesn't really conflict is the 15 minutes.

13 That's just for us to gauge things, make sure that
14 we're not talking about the same thing over and over
15 and getting nowhere, but to keep the discussion
16 flowing.

17 We do know that there are 2 hours for each issue,
18 per the protocols, and that that's where the stopping
19 point is. So this is what we'd like to try to make
20 sure that you are recognized and make sure that we
21 don't have 16 amendments to the friendly, friendly,
22 friendly amendments. It's just way too convoluted.

1 Are there any comments on this procedure we'd like
2 to try? Jack?

3 MR. SAWYERS: I think we'll be able to handle
4 ourselves on the 15 minutes and so on. Let's just
5 stick to the 2 hour right now. And because we are in
6 open discussion, as things develop and we get closer,
7 then we can talk about this. But basically, I think
8 that everybody should have a chance to talk and discuss
9 for a while. So I would be against number four, with
10 the exception of the 2-hour time limit.

11 MR. DOLLARHIDE: Jason Dollarhide, Peoria Tribe.

12 With the discussion of the 15 minutes, Jack, it
13 really wasn't -- it's really not there to limit anybody
14 from saying what needs to be -- what they need to say.

15 It's essentially more of a procedural to kind of keep
16 things from getting so -- just so convoluted.

17 You know, the intention, and we had a pretty
18 lengthy discussion on this. You know, there was some
19 concerns with folks bringing this particular point up.

20 I tried to express that it really wasn't for to limit
21 anybody from saying what they needed to say.

22 And you know, I'm well aware, as everybody is on

1 the committee, with the 2 hours. And you know, it even
2 states that if we need to go over the 2 hours on a
3 particular item, you know we have that flexibility to
4 do that, according to our protocols and charters.

5 So, you know, it's really -- I have no issue with
6 taking that out of there, Jack, personally. But I just
7 want folks to make aware that it wasn't there to limit
8 anybody. It was just there more for procedural
9 standpoint than anything.

10 MS. BRYAN: Jack?

11 MR. SAWYERS: We won't belabor this, but this is -
12 - this last negotiated rules is the first time we've
13 ever been limited in time. In other words, I think we
14 should be able to discuss and go over and go into night
15 sessions or whatever it takes.

16 So I just think it's premature. I just think that
17 the committee is here. We spent a lot of time and
18 money to get here, and I would just like to be able to
19 discuss whatever we do. I don't really have much of a
20 problem with the 15 minutes except I think it points to
21 the fact that we are limited, and we're not limited.

22 I mean, you know, we used to go until 10:00 p.m.

1 if we needed to, and I think we should do that now.

2 And so, that's my point.

3 MS. BRYAN: Thank you, Jack. Ms. Cloud?

4 MS. CLOUD: I kind of have, I don't know, an issue
5 with issue four as well, where it says to allow up to
6 three amendments, including friendly amendments, to
7 amendments on a proposal prior to a vote.

8 From what I understood the procedures to be is
9 that if somebody didn't agree with what was on the
10 floor, then they had to provide an alternate proposal.

11 And then, so when that alternate proposal went on the
12 screen, that's what we were to vote on.

13 But to say this nicely, I don't feel as though it
14 was very -- it was addressed properly at the last
15 session, and so it got carried away with keep changing
16 it and keep changing it, and it was totally changed
17 from what the first person had put on the board. And
18 that's what we should have been voting on. And if that
19 didn't pass, well, then there'd be a new proposal.

20 I don't believe there should have been amendments
21 to amendments and friendly amendments. And so, I don't
22 agree with number four as well.

1 MS. BRYAN: Thank you, Heather. And I appreciate
2 your comments.

3 I'll turn this over to Jason. Annette Bryan,
4 Puyallup Nation Housing Authority.

5 Agree. And that's what this bullet point is for.

6 Three amendments, if you've changed it more than three
7 times, you're changing the whole thing. So let's start
8 over. That's what the purpose of this is for so that
9 this thing doesn't get changed from what was originally
10 introduced.

11 Because obviously we're not agreeing with it if
12 we're changing it 15 times, and it does lose its
13 original intention. So, hopefully, we can try this and
14 make sure that when someone has an idea, if the idea
15 gets changed, we'll start with the new idea.

16 Ms. Foster?

17 MS. FOSTER: Good morning. Karin Foster.

18 I think, if I recall correctly, one of the
19 difficulties last time with the amendments also was
20 that as the proposal was amended, there wasn't a vote
21 on each amendment. And so, we had more than one
22 amendment up at a time. So I think that really created

1 confusion. So maybe we can try to address that as
2 well.

3 I have a proposal on the first or the second
4 bullet, call for 15 minutes of open discussion. And I
5 would suggest that we strike "15 minutes of." I hear
6 what Jack is saying, and really, as you go through and
7 read that clause, it says "retain flexibility for
8 extending the period" and almost suggests that we would
9 have to have consensus perhaps on extending the period.

10 And so, I'd rather not be in that position as well
11 and would suggest we strike "15 minutes of."

12 MS. BRYAN: Thank you, Karin.

13 And just to note, I've already crossed it off on
14 my sheet. So, to note, this is not an official
15 document, doesn't need approval. It's a process Jason
16 and I are using, and the 15 minutes is struck from my
17 sheet, for your guys' information.

18 Any other discussion on this document? Heather?

19 MS. CLOUD: Heather Cloud, Ho-Chunk Nation.

20 One more question I had with the amendments is
21 that last time when somebody had a proposal, when other
22 committee members were called on, suggestions they had

1 made were made as amendments to their proposal when, in
2 fact, it was never even asked "Are you okay with that?"

3 But it was just changed, not really going back to the
4 first person who said that that was their proposed
5 change.

6 So that was a concern that I had as well, that it
7 was just -- everything was just being changed.

8 MS. BRYAN: Thank you, Heather. Carol?

9 MS. GORE: I just have a process question. How
10 will the co-chairs differentiate between open
11 discussion and actual debate, which has a specific
12 agreement from the committee of a 2-hour time limit?
13 So how will you differentiate between those two things?

14 I just want to be clear so that you, as co-chairs,
15 we're all making the same assumption and that we're all
16 clear about it. That's my only reason for asking.

17 Thank you.

18 MR. DOLLARHIDE: I believe, as the co-chairs, you
19 know, we want to make sure the meeting flows smoothly.

20 But as far as the time for the 2-hour extension, I
21 don't really believe that is a call for the co-chairs
22 to make. I believe, according to the protocols, that's

1 a call for this committee to make whether that's a
2 debate or whether we're sitting here spinning our
3 wheels on an issue that maybe might need to be tabled
4 or sent to the parking lot for caucus discussion or
5 whatever and then brought back to the committee at a
6 later time.

7 So, you know, I think, as the co-chairs, we're not
8 here to really put on a time limit or to really debate
9 or decide whether it's a debate or just an ongoing
10 discussion. I think that is, from my understanding,
11 from the protocols, that's the committee will make that
12 decision as -- do you not feel the --

13 MS. GORE: My only question is we are tasking
14 someone to be the timekeeper, and when do they know
15 when to start and when do they -- that's all I'm
16 asking. And I'm not -- I know that was a consensus
17 agreement of the committee, and I'm trying to protect
18 that agreement. That's my only reason for asking, and
19 I don't want anyone on the committee to misunderstand
20 the process.

21 MS. BRYAN: Thank you, Carol. That's a good
22 point.

1 And I would say that when the discussion starts
2 and there's debate within the discussion, that 2-hour
3 clock is started. So once we start talking on an
4 issue, we're going to start timing it. And if we need
5 more, we can go over. But I think the 2 hours should
6 start. And if there's long debate that's part of the
7 discussion, it's enclosed within, that 2-hour block is
8 started. Does that make sense?

9 MS. GORE: Then I would just suggest, as I
10 understood this, the facilitator was going to start the
11 clock. If the facilitator would just say "I'm going to
12 start the clock" and so that, you know, we're all on
13 the same page. That's all I'm asking.

14 Thank you.

15 MS. PODZIBA: Just so that I'm clear, is it your
16 sense that it's once you call an item -- once you call
17 an item on the agenda, this is the issue we will begin
18 to discuss, that I should begin timing. So whether
19 it's open discussion or debate or proposals and
20 amendments, that all of that should be considered part
21 of the 2 hours?

22 MS. BRYAN: I think so. Having never sat around

1 this table and also take into consideration what Mr.
2 Sawyers was saying, we shouldn't limit ourselves. But
3 this committee, for whatever reason, wanted to have
4 some kind of structure around timelines because there
5 are so many issues involved in the formula that 2 hours
6 per issue, we might get through 6 issues.

7 So I would say start the clock, put it up there.
8 If we need more time, we have it. We can vote as a
9 committee to continue the discussion. But when an
10 issue started, yeah, put the clock up, and we'll start
11 it.

12 (Pause.)

13 MS. BRYAN: Thank you. I'm going to move on and
14 get to the -- let's get to it.

15 I would like to introduce the co-chairs of the
16 workgroups at this time for a description of the FCAS
17 and need workgroup. We have new folks in the room.
18 This room has more folks. Thank you all for coming and
19 attending.

20 We'd like to give you an update of what these two
21 workgroups are and possibly what they're going to be
22 doing later this afternoon. So I'm going to start with

1 Jason Adams of the FCAS workgroup.

2 MR. ADAMS: Good morning, everyone. Again, Jason
3 Adams with Salish Kootenai.

4 As we got started at our last meeting in regards
5 to the FCAS workgroup, I was asked to facilitate and
6 chair the workgroup, and so in that role, we've just
7 got started. As a matter of background and
8 information, the last meeting we had, we really got
9 into listing issues. And from that work, you can see
10 from the minutes, we wrote all those issues out into
11 which workgroup or maybe both workgroups.

12 And actually, I want to correct. There is three
13 workgroups. I know the third "other" workgroup, or
14 whatever they ended up calling themselves, there was
15 just a couple of folks there. I don't think we had any
16 committee members in that workgroup. So there was no
17 chair appointed. Maybe that's something we adjust
18 here. But there is three workgroups.

19 But as far as the FCAS workgroup, we did review --
20 at our last meeting, we reviewed the matrix. We got to
21 discussing the issues if we wanted to add to that
22 workgroup or add to that matrix. And I think that's

1 still where we're at, as far as the workgroup. I don't
2 think we want to close discussion on issues that are
3 relevant to the FCAS portion of the formula.

4 And so, we want to keep that discussion open and
5 ongoing, and so we'd welcome you to come and attend our
6 workgroup as we get started, hopefully, this afternoon.

7 I know between meetings here we were going to look at
8 some of the PIH notice information and how that relates
9 to some of the things, and we never did get around to
10 that. So, hopefully, we'll pick that up today as part
11 of our work.

12 We did talk about a little bit in our last meeting
13 about decisionmaking, and we agreed that we would
14 discuss an issue based on a motion and a second in our
15 workgroup. And then if we exhausted discussion on an
16 issue, we would take a majority and minority opinion
17 back to you, the committee.

18 Again, based on that list, we have several items
19 that we're going to be going through, and as far as an
20 agenda for today, I'm hoping that we will exhaust new
21 items. If there are workgroup members that want to
22 come and propose new items that we need to address that

1 they might have done some research on, want to bring to
2 the table, we'll entertain that.

3 Then also the issue of what I would like to
4 consider low-hanging fruit. So that possibly by
5 Friday, we would have some issues to actually bring
6 back to the committee and have some discussion and
7 action on before the -- this committee work ends this
8 week. If that's something that the workgroup wants to
9 pursue, that's something that I'm going to ask for
10 today.

11 And other than that, as far as a sales pitch, I
12 know that the needs workgroup is so large, they had to
13 have co-chairs. We didn't have that problem. So I'd
14 welcome you, if you're here, to come and join us and be
15 a part of the FCAS workgroup discussion.

16 Thank you.

17 MS. BRYAN: Thank you, Mr. Adams.

18 And yes, for clarification, there is also a
19 drafting group. We hadn't gotten far enough along to
20 need to form that group at the last meeting. So maybe
21 as we start thinking about folks who want to be in the
22 drafting group, the criteria and the job description is

1 in the protocols for your review.

2 And so, the next workgroup we have, the second of
3 the three, is the needs workgroup. And we have co-
4 chairs Sami Jo Difuntorum and Carol Gore. I'll turn it
5 over to you ladies.

6 MS. DIFUNTORUM: Good morning. Sami Jo
7 Difuntorum.

8 So during the last negotiated rulemaking session,
9 the full committee developed a matrix of issues and
10 divided into the workgroups -- FCAS, as Jason
11 mentioned; needs, which is co-chaired by Carol Gore and
12 myself. I know there's a third. It was other or
13 special projects. And I remember a couple of people
14 that were in the group, but I don't remember what the
15 topics were that were assigned to them. So we might
16 need to look at that while we're here to make sure that
17 those don't come to fall off the radar of everybody.

18 So the needs workgroup divided into two groups for
19 the purpose of identifying and sorting the issues into
20 categories, and we came up with two subgroups: data
21 sources factors and weights, formula geography and
22 mechanics. The workgroup then adopted operating

1 guidelines that establish how proposals advance from
2 the workgroup to the full committee. The guidelines
3 also speak to the advancement of minority proposals and
4 the procedure for that to happen.

5 So our next steps are we have an agenda to review
6 when we break into workgroups. My sense is we're going
7 to probably start prioritizing the items and defining
8 the issues around the items. The operating guidelines
9 also leave room for adding issues as more regulations
10 and topics are identified.

11 And so, generally, I think what will happen is the
12 sub-workgroups will report to the full workgroup each
13 day, and that report will include additional agenda
14 items for the next day so that we can structure the
15 meetings a little bit and people will know which topics
16 are going to be discussed.

17 So if there's an issue that's of particular
18 importance to them, they know which workgroup to attend
19 and when the topics are going to be discussed. And
20 then the workgroup will then report to the full
21 committee each day. So it's quite a process that we
22 have in place, and there were quite a few people last

1 time. There were about 50 in our workgroup, and it
2 looks like we'll probably have that many again.

3 Needs issues are pretty complicated, the mechanics
4 of the formula in particular. So, okay. So thank you.

5 MS. BRYAN: Thank you very much. And thank you
6 all for stepping up to this very challenging work that
7 we have ahead of us. We appreciate you.

8 Next is our presentation and review of the
9 American Community Survey data. And we have a real
10 treat here today, James Treat from the U.S. Census
11 Bureau, who's agreed to come and give us a
12 presentation. Welcome.

13 MR. TREAT: So good morning, everyone.

14 First of all, I'd like to thank the committee and
15 the co-chairs, Chief Dollarhide and Ms. Bryan, for the
16 opportunity to come today to talk with you all about
17 the American Community Survey. I am the Division Chief
18 at the Census Bureau over the program. I'm the main
19 project manager or program manager for the American
20 Community Survey, or what we call in the Census Bureau
21 the ACS.

22 If you've worked with the Federal Government, you

1 know that we love acronyms a lot, and so I'm going to
2 try to not jump into acronyms. But if I do, please
3 raise your hand or just flag if I use something that I
4 haven't defined in the past.

5 So today's discussion, we have actual copies.
6 Dee, if you -- I don't know if -- they're being passed
7 around. Great. So I have copies for the committee
8 members of the presentation, and it's electronic. So
9 if you want it afterwards, you can also have it
10 electronically if you'd like the presentation.

11 My main goal for today's discussion is to come in
12 and give you an overview of the American Community
13 Survey, how it's administered, the design of it, some
14 general information about it, and what are the products
15 that come out of the survey that you might all be
16 interested in.

17 Obviously, I look at this as a beginning dialogue,
18 and if there is a need to have more detailed
19 information beyond today's meetings, the Census Bureau,
20 my office are open to continuing these dialogues as we
21 move forward.

22 So moving on to the next slide, the outline -- I'm

1 sorry, back one. The outline for today's discussion is
2 here on the slide. As I said, I want to go over an
3 overview, talk about data collection, the availability
4 of data, also the products that are there that we
5 provide a little bit about the future of what we'd like
6 to continue, and then talk, open it up with questions
7 and answers about the survey.

8 And I have a couple of folks in the back that I
9 brought from my office that will be able to help me
10 answer questions if you give me a really tough one that
11 I can't answer this morning.

12 So moving on, I'm going to just talk about the
13 survey basics for the program. The next slide, please.

14 So the American Community Survey, what is it? It's a
15 national survey that the Federal Government runs, the
16 Census Bureau. It actually is the largest survey,
17 ongoing survey that's run.

18 It's a continuous program. We go out into the
19 field every single month of the year, and we collect
20 data, detailed information about population and housing
21 every single month of the year. We do that partly for
22 two reasons. Number one, to reduce costs for the

1 survey. So we don't have this huge buildup of effort
2 to launch the survey and collect the data. But mostly,
3 it's about the quality of the data.

4 Because we're out in the field and we're
5 collecting information every single month, we have an
6 ongoing field staff that is part of the survey, that
7 regularly works on the survey, that gets refresher
8 training and those kinds of things. So they're
9 familiar with the program because they collect data on
10 the survey every single month.

11 And we believe that by having a regular workforce,
12 a continuous workforce that are always working on the
13 ACS, that that builds quality into it because it
14 becomes their normal job. Many of the field
15 representatives that collect information for the survey
16 or for the program have worked on it for years. It's
17 their regular job.

18 Unlike the decennial program, where it's a small
19 effort -- or a large effort in a small period of time,
20 and they hire a temporary workforce, we have a more
21 permanent workforce. And because of that, there's a
22 lot of advantages to having that permanent workforce

1 available to us.

2 In addition, it produces critical information, and
3 the slide says here for small areas, but it's also for
4 small population groups. And that's one of the main
5 differences between the American Community Survey and
6 other surveys that the Federal Government runs. For
7 example, like the CPS that puts out the unemployment
8 numbers every month, those are very high-level numbers
9 at the national level and some subnational numbers.

10 But the American Community Survey, we produce data
11 for very small levels of geography. And later in the
12 presentation, I have a list of and examples of the many
13 kinds of geographies that we produce information for.
14 But it's not only geographic areas. It's also for
15 population groups also.

16 Moving on to the next slide. So our history,
17 where did we come from? Well, our roots are actually
18 back in the decennial census. The first census was
19 conducted in 1790, and from 1790 up to 1930, every
20 person that was enumerated during the census was asked
21 the same set of questions, and it varied depending on
22 the particular census. Some had more questions.

1 Others had less. And it was based on the demands of
2 the country and what Congress requested of the census
3 to produce or to collect.

4 But in 1940, there was a substantial change in the
5 way that the Census Bureau conducted the census because
6 of the amount of burden that they wanted to put on the
7 American public to fill out the survey, and they wanted
8 to look at -- and the length of the survey had gotten
9 substantially longer. So what was introduced starting
10 in the 1940 census was the concept of a short form and
11 a long form census.

12 The short form is the -- if you were experienced
13 with the last decennial census, the 2010 census, it was
14 like 10 questions. It asked basic demographic
15 information about everyone in the housing unit. But
16 for a sample or a subset of the population, in addition
17 to those small -- that small number of questions, there
18 was a substantially larger number of questions that was
19 asked of a subset of the population. And from those,
20 from those cases, the data was -- through statistical
21 methods was weighted up to be representative of the
22 country as a whole.

1 Now that was done up through the 2000 census, and
2 prior to the 2000 census, the Census Bureau worked on
3 looking at ways to be more cost efficient and to
4 establish better quality in the decennial census
5 program. And they went through a process to develop
6 and implement the American Community Survey as an
7 alternative to the decennial census as part of a long
8 versus short form census program.

9 One of the reasons why the Census Bureau felt it
10 was important to move the long form out of the
11 decennial census was the need to have this robust set
12 of data on a more regular basis. Going back to the
13 roots, the data only ever came out every 10 years. So
14 it became out of date as things evolved in the country,
15 as changes occurred.

16 People were making decisions using in some cases
17 10- or 12-year-old data because the most recent census
18 data had not come out yet, and they were still using
19 the past information. So the American Community
20 Survey, in the 2000 census, there was a large-scale
21 demonstration study that was done, and from that, so we
22 ran in parallel with the 2000 census. We conducted the

1 ACS as well as the long form as part of the 2000
2 census, and we were able to demonstrate that we were
3 producing comparable quality of having an ACS in lieu
4 of a long form census.

5 In 2005, the American Community Survey, the ACS,
6 and the PRCS, which stands for the Puerto Rico
7 Community Survey, went into full implementation, and we
8 started collecting data starting in January of 2005,
9 collecting data on a regular basis.

10 We produced our first data products in 2006 and
11 have continued to produce those products every year,
12 expanding the products. And I'll talk a little bit
13 more about how that expansion has occurred over the
14 time of the implementation.

15 So, in 2010, the decennial census did not conduct
16 -- or did not collect long form data. The American
17 Community Survey was going on at the time. The 2010
18 census focused solely on the short form census.

19 So what are the sort of the comparisons associated
20 with -- between the census and the ACS? Because the
21 census is a census, it produces official counts.
22 Because of the sampling associated with the ACS, we

1 produce sample estimates of the population.

2 The census provides population counts. We do
3 population characteristics. As I said earlier, the
4 census is every 10 years. We're an annual survey. We
5 collect data every year. We produce data every year.

6 And for the decennial census, they use a point in
7 time. The reference date is April 1st of the census
8 year that people report out for. We use a period
9 estimate. So we collect data over a period of time,
10 and then we pool the data together to be able to
11 produce the estimates from the survey.

12 So what are the kinds of data that we provide?
13 There are four basic topic areas that we collect and
14 provide information for. They're social, economic,
15 demographic, and housing information.

16 On the survey, there is approximately 24 questions
17 related to housing. Their question numbers, many of
18 the questions have multiple parts to them. So there's
19 actually more than 24 topics or types of questions on
20 the survey.

21 From the person level that provide the social,
22 economic, and demographic information, there is 48

1 questions on the survey. But like the housing unit
2 questions, many of them have multiple components to
3 them. So we produce a wide -- we collect a wide range
4 of information from the public and from the U.S.

5 Moving on. These are examples of the social and
6 demographic characteristics that we collect information
7 for. As I said, it's just a subset of those topics.
8 And the next slide has the items for the economic and
9 housing characteristics that we collect information on
10 the survey.

11 So who relies on our data? We have a large,
12 actually a large number of data users for the survey,
13 starting at the Federal level and going down to very
14 small levels of areas that use our data.

15 The American Indian and Alaska Native population
16 use our estimates. They use them as part of their
17 planning, economic development, housing needs, those
18 kinds of things. You're probably more familiar with
19 the usages than I am.

20 Local governments use the information to help in
21 planning for roads, schools, hospitals, et cetera.
22 Emergency planners also use our data. When you see

1 that, for example, that a hurricane is going to hit the
2 coast of South Carolina, for example, South Carolina
3 emergency planners look to see where people live and
4 how many have to be moved inland. If there are people
5 that have special needs, for example, people with
6 disability that might need special transportation
7 concerns or abilities to get them moved from the
8 coastal areas to more inland, those kinds of things.

9 Emergency planners also use it in sort of
10 restoring services, where the needs are, back to the
11 areas that have been devastated by those. So it's used
12 on both ends of those natural disaster kinds of things.

13 And then businesses are one of our main users of
14 information. They use it in deciding where to place
15 businesses and in some situations on how -- what kinds
16 of products to provide to the public based on the
17 locations of their businesses.

18 They use it in determining if there's workforce
19 available with certain skill sets. So when they're
20 determining where to place their stores, for example,
21 Target is one big example of a corporation that
22 utilizes ACS data and not only in the placement of

1 stores, in the configuration of their stores and the
2 types of products that they put into the store.

3 So stores that are in urban areas, they profile
4 and identify products that are more towards urban
5 populations, and they use the information from the ACS
6 to make those decisions.

7 So next I want to transition into the data
8 collection and sampling design for the survey. Next
9 slide, please.

10 So this is an unfolding slide. So before I start
11 to build this slide, I want to talk just generally
12 about the survey. We do four main methods of data
13 collection for the program, and it covers a 3-month
14 period. But we do that every single month of the year.

15 So we take our sample, and we divide it out over the
16 course of the calendar year and are always in the
17 field. And that's part of the cost savings and quality
18 factors that we have associated with the program.

19 So our first method of collection is online,
20 Internet. We send respondents' addresses that are in
21 sample an invitation through the mail to complete the
22 survey online. They don't get a paper questionnaire in

1 this first contact. They're offered up that
2 opportunity to go online and complete the survey.

3 The next method of collection is for those people
4 who have not responded online, we send them a paper
5 questionnaire through the mail. We also give them
6 messaging around, encouraging them to still go out and
7 complete the survey online. But we provide them a
8 paper questionnaire to fill out the survey and return
9 it to us.

10 The next method of collection that occurs in the
11 second month, so the mail and telephone -- sorry, the
12 online and mail components occur in the first month of
13 collection. In the second month of collection for
14 cases where we have valid telephone numbers, we call
15 them through our call centers and try to get the
16 interview over the phone.

17 And then in the third month of collection, we go
18 out for a subsample of the cases that are nonresponding
19 units and collect interviews in a personal visit
20 follow-up.

21 So the first two modes are what we call self-
22 response because the respondents are completing the

1 surveys themselves, either online or with the paper
2 questionnaire. The second modes, the second two modes
3 are the nonresponding, where they're administered --
4 the interview or the data is collected through an
5 interviewer-administered interchange, whether it's
6 through a telephone call from our centralized call
7 offices or from our field staffs that are out in all
8 areas of the country.

9 So what happens in tribal land areas? How do we
10 conduct interviewing there? Our field representatives
11 that we've hired go through appropriate set of
12 protocols when dealing with tribal areas on tribal
13 lands to ensure that we have the right dynamic and we
14 have the right communication strategy. We work very
15 closely with a contact person that's been identified by
16 the tribal government as the point of contact for that
17 particular area.

18 So our field representatives work very close with
19 those people that are your representatives. And then,
20 in addition, we are -- we try to respect the customs,
21 the beliefs, and the norms of the community that we're
22 interfacing with and trying to collect information.

1 So, for example, if there's an event that's going
2 on on the reservation where the people are gathering
3 together and it's not an appropriate time to collect
4 information, we're aware of that, and we try not to
5 collect data during that timeframe is an example of
6 some things that we try to accomplish.

7 In addition, we work with the tribal contact
8 person to identify if there are paid interpreters if
9 there are language barriers between the field staff and
10 the people that we're trying to collect information
11 from to ensure that we create a good dialogue between
12 us, as Federal representatives and representatives of
13 the Census Bureau and the American Community Survey,
14 and the public.

15 So talking about the response rates and how
16 successful are we at getting data for -- for these
17 areas. Looking at the 2006 through 2010 ACS 5-year
18 data, that's information that we've collected over 5
19 years and aggregated together to produce estimates for
20 small geographic areas. At the national level, we get
21 a 97 percent response rate, and for surveys, that's --
22 we are like the gold standard when it comes to surveys.

1 Many surveys only get in the 70 percent range, and
2 they're happy. Many get even less than that percent
3 wise. But the ACS at the national level gets a very
4 high rate.

5 For the American Indian/Alaska Native areas, those
6 specific areas collectively across the U.S., we get a
7 national rate of 97 percent. So we're doing quite
8 effectively overall when you aggregate all of that
9 information together.

10 However, for when you look at each of the areas,
11 the American Indian areas individually, there is a wide
12 range in the response rates that we get for the survey.

13 Over 90 percent of the American Indian areas, we get
14 over 90 percent response. There are some areas that we
15 get low response. Most of those areas are small
16 geographically. But overall, we get a very good
17 response rate at the American Indian area for the
18 program.

19 The next slide.

20 So the sample design. Where do we go? What data
21 do we get? We got out to areas and collect
22 information, housing units, and those are, for example,

1 houses, apartments, mobile homes, group rooms, or
2 single rooms. So we try to get the wide range of
3 housing unit structures or living situations.

4 In addition, we go to what we call group quarters.

5 Group quarters are nonhousing unit facilities where
6 people live. Examples of those are college dorms,
7 prisons, military barracks, homeless shelters, those
8 kinds of situations where it's a nontraditional -- it's
9 a nonhousing unit situation.

10 For the survey, our overall sample size at the
11 housing unit level at the year, for the annual, is 3.54
12 million addresses are in sample. We take that sample
13 and we divide it out over each month, and we try to
14 attempt to collect -- we collect data for 295,000 cases
15 are in sample each month.

16 So for the January panel, we call it, they get
17 295,000 cases. We do mail and Internet, and then in
18 February, we do the nonrespondents for telephone, and
19 then we go out in March for the personal visit. But in
20 February, we roll another sample of panel out that does
21 mail and Internet, and then they move into the
22 telephone phase in March and the personal interviewing

1 phase in April.

2 So every single month, we're in the field either
3 doing Internet or mail, telephone, or personal visit.
4 We're always collecting data for the survey. In fact,
5 staff are probably out right now collecting
6 information. We also for the group quarters, we go to
7 about 18,000 group quarters each year to collect
8 information.

9 So how does the sample impact the American
10 Indian/Alaska Native areas? For areas with less --
11 that are less populated areas in the country, we
12 actually have higher sampling rates associated for
13 those areas. And we have that to ensure that we get
14 enough sample cases and we get enough cases in to
15 sample in order to ensure that we meet a certain level
16 of quality for the program.

17 In addition, where we find that there might not be
18 enough sample, we have special provisions to increase
19 that sampling rate, and American Indian and Alaska
20 Native areas are one of those areas where we can
21 increase sample, if necessary.

22 Also, in 2010, we went through an effort to

1 improve the sample design and made some changes in the
2 2011 timeframe that had benefits to the American Indian
3 and Alaska Native population in those areas. The first
4 was is that we looked at the sample, and we did a
5 reallocation of the sample from the original -- from
6 when we originally implemented the survey in 2005 with
7 the goal to produce more even quality across areas.

8 In addition, the sample size had increased in that
9 year. Prior to the 2011, the sample size was -- the
10 annual sample size was 2.9 million addresses. We
11 increased it to the 3.54 million addresses. So there
12 was a substantial increase in the sample as a result of
13 an effort that the Census Bureau went through.

14 And then, finally, the biggest thing that
15 impacted, I think, American Indian/Alaska Native areas
16 was we recognized that our implementation strategy for
17 self-response through the mailing of materials to
18 reservation areas, as well as our telephone operations,
19 weren't always as efficient as what we would like in
20 getting interviews. And that's partly because we
21 recognized that the addresses for these areas weren't
22 always mailable through the Postal Service and that a

1 lot of these areas may not have good working telephone
2 numbers.

3 So we had concerns about the quality ourselves.
4 And what we did was is when we went to the personal
5 visit stage, earlier I said we actually selected a sub
6 sample of cases, but on American Indian/Alaska Native
7 areas, we don't sub sample anymore. The number of
8 cases that are in sample are the number of cases that
9 we go out to collect information for.

10 So if we selected 20 cases, we try to get those
11 interviews for those 20 cases for that month. Instead
12 of other areas where usually we would select about 1 in
13 3 cases. So there's a higher number of interviews that
14 we're getting.

15 So the impact from those changes -- and we go to
16 the next slide. Since we implemented a lot of these
17 changes in '11, we compared, this slide compares the
18 2010 program to the 2012 because some of them were
19 implemented half way through the year.

20 And what we found was is that in American
21 Indian/Alaska Native areas, there was an increase in
22 the number of units selected into sample from

1 approximately 80,000 to 101,000 cases per year. And
2 that was a 26 percent increase in the overall -- the
3 overall sampling, number of sample cases.

4 And then, in addition, the final number of
5 interviews that we collected increased from
6 approximately 47,000 to 84,000 cases that were in
7 sample. So that was an 80 percent increase in the
8 amount of data that we were getting back for these
9 areas.

10 Moving on to the next slide, this shows quality
11 indicators for the American Indian/Alaska Native areas.

12 I think this was a question that we had heard that you
13 might have had related to the coverage. So related to
14 the AIAN alone or in combination population. So as
15 part of the survey, people can mark multiple race
16 categories. So if they mark an American Indian/Alaska
17 Native race, but they also mark something else, we look
18 at both together.

19 And what we did was is we compared our data from
20 the 2010 ACS to the 2000 census to see what our
21 coverage was, assuming that the 2010 census was truth.

22 And when we looked at the national level, just for

1 everyone, our coverage was about 95 percent. So when
2 you look at our population estimates compared to the
3 population totals coming out of the decennial census,
4 we had about a 95 percent coverage.

5 When we look at the AIAN population areas
6 collectively, it was about 93 percent. So we're in
7 line with the national -- the national rate. And then
8 when we look at the coverage rate for the American
9 Indian/Alaska Native population alone or in
10 combination, it was around 92 percent.

11 Now, one could say, well, you're still missing,
12 you know, 7 to 8 percent. We do adjustments in our
13 weighting. These are unweighted, final weighted data.

14 We do adjustments in our weighting to control for
15 things back to population controls to ensure that we
16 have good coverage in our estimates.

17 Moving on to the next slide, I want to talk a
18 little bit about the data availability. These are -- I
19 know this is a busy slide, and it's a grouping of the
20 kinds of geographic areas that we produce information
21 for on a regular basis. The thing that I really want
22 to stress here is, is that if you look to the left hand

1 of the slide, you see that the second bullet there is
2 for Federal American Indian reservations. It's sort of
3 like the highest geographic level or one of the higher
4 geographic levels, very large levels of geography.

5 But if you look at the very last two bullets on
6 the right-hand side under the statistical areas, we
7 also produce data for very small areas of geography,
8 down to the tribal tracts and tribal block group
9 levels. So you get a wide range of geographic areas.

10 If I did my counting right, there's -- in this
11 list, there's about probably 12 to 13 geographic areas
12 that probably interest you because they are related to
13 the AIAN population areas.

14 If we go to the next slide, our data products. We
15 have three main data products that we release every
16 year. We call them our 1-, our 3-, and our 5-year
17 products.

18 The 1-year product is we take data from the last
19 year that we collected from January through December,
20 and we aggregate it together, and we produce estimates
21 out of 1 year's worth of data. The 3-year is we take
22 the last 3 years' worth of data and aggregate it

1 together, and the 5-year is it takes the last 5 years'
2 worth of data, and we aggregate it together. We do
3 that to ensure that we have good reliability for
4 geographic areas of population sizes.

5 So areas that are 65,000 and greater in
6 population, they get the 1-, the 3-, and the 5-year.
7 Twenty thousand to just under 65,000, they get 1 and 3.

8 And then for all areas of the country, they get the 5-
9 year products.

10 When we release our data, which we do on an annual
11 cycle, the 1-year comes out in September. The 3-year
12 comes out in October, and the 5-year comes out in
13 December. When you look at all of the information we
14 produce, we produce over 11 billion statistics out of
15 the ACS.

16 And so, moving on to the data products for the
17 American Indian/Alaska Native groups, our data
18 products, we produce a standard set of data products
19 every year. There are over 900 tables on a wide range
20 of geographies and topics from the survey. This
21 includes 963 American Indian/Alaska Native or Hawaiian
22 homeland areas.

1 So an example of this would be for a particular
2 State and tribe, for example, geographic tribal area,
3 it might be a sex table by age distribution. So you'd
4 see that. And you'd see everybody for that population
5 -- everyone that lives in that geographic area.

6 Then of those 900 tables, there is 40 of those
7 products that are specifically done for the American
8 Indian/Alaska Native population. So for that same
9 tribe, that geographic area, that tribal area and that
10 specific State, you can get potentially that sex/age
11 table for just the AIAN population. So you get the
12 total and you get the AIAN population separate.

13 If we go to the next slide, in addition to that
14 standard product, we also produce a product
15 specifically on the American Indian/Alaska Native.
16 They're called our AIAN tables. This is done every 5
17 years. It was done off of the 2006 through 2010 data,
18 and it's currently out there and available.

19 It produces data for over 950 tribal groupings.
20 It includes the nation, State, country, place, and AIAN
21 areas, among others, and there's over 300 tables that
22 are provided as part of this product.

1 We also produce around -- actually, it came out I
2 think the same day, but it's around the same timeframe,
3 what we call our special populations tables. This is
4 done off the same vintage of the files, the 2006
5 through 2010. It's done every 5 years.

6 It is for over 100 AIAN tribal groupings, and this
7 is where we drill down to very lower levels of
8 geography, down to the tract level, which are very
9 small geographic areas. And there are over 300 tables
10 for this also.

11 And then, lastly, I want to talk from a product
12 perspective about HUD, but I want to qualify this slide
13 to say this is the Census Bureau's interpretation. HUD
14 may have a different view on this, but we know from our
15 relationship with HUD this is what we believe is
16 they're using our data.

17 They use our standard products that are released
18 through our methods, and all of those standard products
19 are free to everybody. They're out on our Web site
20 through many mechanisms to get the information.
21 They're all publicly available to anyone who's
22 interested in getting them, and they're refreshed every

1 year, for the first grouping of the tables. The 5-year
2 -- the special products are produced, as I said, every
3 5 years.

4 But we also have an ongoing relationship that goes
5 back to the 1980 census with HUD, where we produce
6 customized products, and we did that as part of the
7 decennial census for the '80, '90, and 2000 census.
8 And when the ACS went into full production in 2005,
9 that relationship transferred from the decennial census
10 over to the ACS and has been an ongoing program that we
11 -- an effort that's been going on since 2005. And we
12 produce customized products on an annual basis for HUD.

13 So the future of where we want to go. The
14 American Community Survey sits in an area at the Census
15 Bureau that houses two other large programs. The
16 decennial census sits in the same area, as well as the
17 geographic programs. If you've worked with the
18 Geography Division, the math TIGER and any products or
19 work around that, we are all in the same area.

20 And we collectively, as well as the Census Bureau,
21 will continue to work with tribes, the tribal
22 representatives, and organizations to improve those

1 efforts. I'm very much interested in starting an
2 ongoing dialogue with you all as we move forward to
3 look at opportunities to strengthen the survey,
4 strengthen our relationships as we move forward.

5 And then this slide just provides some references
6 to where you can get information, in addition to our
7 American FactFinder application that's online. These
8 are alternative data source, ways of getting data from
9 the ACS. And then this is my contact information.

10 I'd just like to say thank you again to the
11 committee and to the co-chairs, Ms. Bryan and Chief
12 Dollarhide, for this opportunity. And I'm going to
13 then open it up for questions. I think I have some
14 time to take questions.

15 MS. BRYAN: So for the questions and answers,
16 would you like to call on people, sir, or would you
17 like us to do that? We can keep this informal.

18 MR. TREAT: Whatever -- I'm sorry.

19 MS. BRYAN: So go ahead. We have a hand up over
20 here, and I'll just let you answer questions from the
21 audience.

22 MR. TREAT: Okay. I may have to call on my people

1 in the back, too. So --

2 MS. BRYAN: Great.

3 MR. TREAT: So questions? Oh, sure. I'm sorry.

4 MR. WINTER: Ben Winter from HUD.

5 Before, I just wanted to throw something out quick
6 before you got into the question and answer period.
7 You may have remembered me from the last NegReg. I
8 gave a quick presentation on an overview of the ACS and
9 how it relates to the formula that we're discussing
10 here.

11 I just want to say thank you so much for coming
12 and giving this presentation. I certainly learned a
13 lot. I hope you all did, too, and I'm really excited
14 for us to get questions out.

15 But I just wanted to clarify on one of your last
16 slides on the how HUD uses those data. He
17 characterized that pretty well. For this particular
18 formula, what we do is we purchase these special
19 tabulations that are not available on the standard Web
20 sites to plug into the formula. So the next
21 presentation that you're going to see from Peggy and
22 FirstPic where they're going to show you the results of

1 plugging those special tabulations into the formula and
2 what happens, right?

3 So when we go forward with this NegReg process,
4 and we want to think about, for instance, what are some
5 additional or different need variables that you want to
6 test and plug into the formula and then see what
7 happens, it's not as easy as us just going into the
8 standard tabulations, getting the data and plugging
9 them into the formula, and seeing what happens. We
10 have to work through our IA agreements with the Census
11 and ACS to make new special tabulations that are not
12 available.

13 So once we get those tabulations, then we plug
14 them into the formula, see what happens. So it takes a
15 little bit of time for us to go through that process
16 with them, and I just wanted you to realize that and
17 understand that process.

18 So under our existing relationship that we have
19 with the Census, under the 2014 IA that we're
20 developing now, a rough timeline is, you know, if we
21 actually -- if you all have additional data elements
22 that you really want to see run in the formula, then we

1 would need to probably have those no later than August
2 so we can work with the Census to get new special
3 tabulations by December.

4 So that's kind of like a general timeline for you
5 to consider. Now that doesn't mean that we can't do
6 some -- you can't put in requests for other analysis.
7 If you want to work more quickly than that timeframe,
8 I'm sure that we could work with some standard
9 tabulations that are out there and try to experiment
10 with it and try to come up with, you know, an example
11 of what may happen if we used new data elements. But
12 it's not going to be exact.

13 If you want the exact numbers, we have to work on
14 that August-December timeframe because we've got to
15 work with Mr. Treat and his team to get those special
16 tabulations. So that's it. Sorry to enter into the --
17 yes, Sandy?

18 MS. HENRIQUEZ: Ben, can you just take a moment
19 and explain what maybe some of those existing special
20 tabulations are, what kind of information you're
21 pulling down from them to plug in?

22 MR. WINTER: Yeah. So it's basically all the

1 elements in the existing -- and correct me if I'm
2 wrong. But it's basically all the elements that are in
3 the existing formula.

4 So I wish I had that presentation from last time
5 in front of me because it was very thorough. You guys
6 did a great job with the needs presentation. But you
7 know, the -- oh, you're going to test my knowledge.

8 (Laughter.)

9 MR. WINTER: But, yes, but it's basically
10 everything that's in the need formula, right? So where
11 we connect it up with the area median income or formula
12 area median income, and we do overcrowding --

13 Plumbing, inadequate housing facilities, severe
14 cost burden, that's a really important one. Peggy will
15 go over it much more in her presentation.

16 MS. BRYAN: Is this in the upcoming presentation,
17 or do you have questions and answers for Mr. Treat?

18 MR. WINTER: Yes.

19 MS. BRYAN: Thank you.

20 MR. TREAT: And I would just like to add that was
21 -- thank you for adding that. Because we, at the
22 Census Bureau, don't directly work on the formula

1 allocations. We administer the survey and then provide
2 data to multiple, as I said, multiple data users that
3 use our data either through the standard products or
4 through customized tabulation.

5 So how they end up using the products, I can't
6 answer the questions associated with that because I'm
7 not involved in that aspect. That's in the HUD realm,
8 not the Census Bureau's realm. So, but other than
9 that, I think you had your card up first?

10 MS. BRYAN: I think for the purpose of the
11 presentation, we'll just let the presenter call on
12 folks.

13 MS. YAZZIE: Thank you. Aneva Yazzie, Navajo
14 Nation.

15 Thank you for the presentation. In looking at the
16 ACS, and I'm glad that there's going to be -- there are
17 several standard products, but I guess that's now --
18 it's now going to be massaged to strike some things for
19 purposes of this rulemaking. You mentioned in 12
20 geographic areas. Is that identified on your Web site?

21 And what does that -- what are those areas, I guess?

22 And coming from Navajo, you mentioned the

1 different size of population. Among the Navajo, we
2 have 110 communities that are small in population. How
3 does -- how did Census look at the ACS data relative to
4 communities by population versus the tribal population,
5 I guess, in the aggregate?

6 MR. TREAT: So I think you're referring to Slide
7 20. Could we go back to Slide 20?

8 So if you look at this slide and you look over
9 here, if you count down this, there is the Federal
10 American Indian reservations, that's one State.
11 American Indian reservations is two. Hawaiian
12 homelands. If you count down here, I think there's
13 five in this column that I think would be -- are
14 related to the American Indian/Alaska Native
15 populations.

16 And then if you look over here, I believe there's
17 eight, starting with the tribal designated statistical
18 areas and working down to the tribal tract and tribal
19 block groups. I think so there are like 12 or 13
20 across these. So these are examples.

21 So when you go out to the American FactFinder site
22 and you're interested in drilling, there's a geographic

1 element associated with selecting specific geographic
2 areas to be able to drill down. And then once you've
3 selected that area, it pulls up other kinds of
4 information if it's available for those areas.

5 So if you wanted -- and I'm not an expert on AFF,
6 but if you go in and you say I'm going to select the
7 State American Indian reservation, then I think it
8 comes up with the list of those. And then you can
9 either pick multiples or individual ones to look at.

10 So you also had a second question that I didn't --

11 MS. YAZZIE: That had to do with -- and you
12 answered it, actually.

13 MR. TREAT: Okay.

14 MS. YAZZIE: Through the tribal designated.

15 MR. TREAT: Right. Right. So with the Geography
16 Division of the Census Bureau, we try to work on
17 defining these areas with the different participants,
18 and you probably are familiar with that, that effort.
19 I think there was over here? Yes?

20 MS. VOGEL: Sharon Vogel, Cheyenne River Housing
21 Authority.

22 I have questions on a couple of your slides. On

1 Slide Number 13, you say that you are working with an
2 established contact person identified by the tribal
3 government. Tribes in my area, I've asked them if they
4 are working with your field staff, and a lot of them
5 don't even know about this.

6 So how often do you update that, and where is that
7 available so that I can refer tribes in my region to
8 that contact person that you identify?

9 MR. TREAT: I don't know the answer. Todd, do you
10 know the answer? Todd Hughes is over -- he's over the
11 data collection aspects of the survey. So --

12 MR. HUGHES: Good morning. Todd Hughes, U.S.
13 Census Bureau.

14 So the tribal points of contact that were
15 identified were primarily identified from the 2010
16 census. So those 2010 census points of contacts are
17 those that the regional office staff have continued to
18 interface with for the most part. There have been some
19 updates since then.

20 If there are specific needs that we want to, you
21 know, ask about specific lands and make sure that we're
22 getting the right points of contact worked out with

1 you, I would suggested either, A, we can interface
2 about that or, you know, to speak with the regional
3 office that's assigned to the State in which your lands
4 are, and they can provide more information about who
5 they've been working with directly.

6 MS. VOGEL: Okay. The next question I have is on
7 Slide Number 14. When you talk about your response
8 rates, I went and looked at your methodology, and you
9 know, I understand the 3-month period. And I was
10 curious about your personal visits when there's a
11 nonresponse to the mail or the phone or the online.

12 And how many visits do you make? From what I can
13 understand, you make just one visit to that household,
14 and if you don't get a response, then they're -- it's
15 just identified as a nonresponse? Is that correct?

16 MR. TREAT: No. No.

17 MS. VOGEL: Or what is your protocol on that?

18 MR. TREAT: We don't have a set number of visits
19 associated with the field staff. It's more about the
20 level of effort that's required to get the interview
21 associated with the case.

22 So if a respondent is, I'll say, even though the

1 survey is mandatory -- it's required by law -- we don't
2 -- we don't push that when we're trying to get the
3 interview. But if there is a respondent who is -- just
4 doesn't want to fill it out, is irate, and refuses
5 repeatedly. And I mean, like after repeated visits, we
6 stop the interviewing process at that point.

7 But it's not just one visit to go out. There is
8 multiple techniques that they actually try to find a
9 telephone number for the case and try to do a call from
10 their home to get the interview or at least to set up
11 contacts. They go out multiple times. There is
12 information they can leave that they've been there to
13 try to encourage the respondent to give them a call or
14 to try to initiate the conversation associated with
15 getting the interview.

16 Our field staff are ingenious in different
17 techniques in trying to get the interview, and they do
18 a really great job. They have a very high success rate
19 in getting interviews. But eventually, we do run out
20 of time because we go out for that 1 month of
21 interviewing, and if we get to the end of the month and
22 we can't complete the interview, then the case closes

1 out because we're starting the next month of
2 interviewing.

3 But it's definitely more than one attempt.

4 MS. VOGEL: Okay. You answered my question then.

5 So during that, when that unit is identified, you have
6 that 3-month window, and after that, then that unit no
7 longer is contacted. Do you move onto the next
8 sampling?

9 MR. TREAT: Right. But the --

10 MS. VOGEL: Okay.

11 MR. TREAT: The personal interviewing only occurs
12 during 1 month of that 3 months. So we try the
13 Internet and mail response in the first month. We try
14 the telephone from the centralized offices in the
15 second month, and then in the third month, we attempt
16 to do the personal visit.

17 MS. VOGEL: Okay. Then you identified that
18 collectively we do really well.

19 MR. TREAT: Mm-hmm.

20 MS. VOGEL: And then where do we find out what our
21 tribe's response rate is? I couldn't find that on your
22 Web site. So I'd like to know and tribes in my region

1 would like to know, you know, what is that response
2 rate when you break it down or drill it down to that
3 level?

4 MR. TREAT: Mark, do you know if we -- I don't
5 know if we drill it down to the lower levels? We
6 don't. We only go as low as State. Is that it?

7 MR. ASIALA: This is Mark Asiala. I believe I
8 have to go back and look at like the 3- and 5-year.
9 For some of the indicators, we do go down to county as
10 sort of a standard geography that covers sort of wall-
11 to-wall, if you will.

12 We don't provide those indicators for all
13 geographies. We do provide things like the number of
14 interviews that we get at each geography, and that
15 includes for all geographies we go to -- American
16 Indian areas. So you would be able to get the number
17 of interviews that went into it, but we don't provide
18 response rates for every single geography.

19 MS. VOGEL: Then how would we know then whether
20 we're doing good or not? And if especially now that
21 it's being used for our formula, then we need to be
22 assured that, you know, our response rate is where it

1 needs to be so that we're getting accurate sampling
2 data. So I'm concerned about that.

3 The other question that I have is what is your
4 leading reasons for nonresponse, and how are you
5 responding to these low rates?

6 MR. TREAT: So I would say our leading reason is,
7 is that there's just refusals from the respondent to
8 complete the survey, and I think is that the main?
9 It's the main reason.

10 There is an area of the population that just
11 doesn't want to complete the survey after we've done
12 multiple attempts to try to collect the interview. I
13 want to go back, though, to say that our field staff
14 are really good at converting those people that have
15 not completed the -- didn't take the opportunity to
16 fill it online or send back the mail form or were
17 called and didn't want to do it over the phone.

18 Even the ones that say no the first time, "I
19 refuse" the first time, we go back to them a second
20 time. So to try to get the interview. And there is a
21 conversion that happens when, you know, you send
22 somebody out who's a second time try to get the

1 interview. They've got techniques to try to convert
2 those cases.

3 MS. VOGEL: Okay. I'm real concerned about the
4 low response rates and that, you know, the quality
5 control to monitor that and what are those trends? You
6 know, since you're saying you can go back, then I want
7 to look back at Cheyenne River and say what has our
8 trend been for responding to the ACS survey and so that
9 we know specifically what is going on.

10 And I think -- I don't know about any other tribes
11 that would be interested in that, but I know in North
12 Dakota, South Dakota, and Nebraska, we are definitely
13 interested in that.

14 The last question that I have, if you don't mind,
15 is on Slide Number 16, where you have special
16 provisions exist to increase the sampling. My question
17 to you is what have you done and what are you willing
18 to do to increase the response rates in those areas
19 where there is a low response rate?

20 MR. TREAT: So the sampling rate is not directly
21 related to the response rate. They're two different --
22 they're two different issues. The sampling rate is

1 about the number of cases that we try to get -- that we
2 select into sample to conduct the interview.

3 So our goal in this is, is that if we feel that
4 there's not enough cases in sample, regardless of the
5 interview rate or the response rate, we feel initially
6 that there's not enough cases in sample to provide us
7 with quality estimates for those areas, we can increase
8 the sampling rate to add more cases into sample.

9 The challenge we have with the survey is, is that
10 because it's an ongoing survey, our stated goal is to
11 not to have a case in sample more than -- not to have
12 an address, not people, if you move around, you could
13 be in sample more than once in 5 years. Our goal is to
14 have only to be in sample for that address once every 5
15 years. So that you don't get it this year and you get
16 it next year and you get it the following year because
17 we recognize the burden that it has to the respondent
18 to complete the form.

19 So if there are areas that have very small housing
20 unit counts, we have challenges with trying to ensure
21 that we stick to that standard. So --

22 Oh, yeah?

1 MS. YAZZIE: Thank you again. Aneva Yazzie,
2 Navajo Housing Authority.

3 Just a follow-up to Ms. Vogel's concerns, because
4 we would share some concerns that are similar as well
5 with regard to response rates. On the Navajo, a lot of
6 -- we have telecommunications challenges, just given
7 the remoteness of our communities. So I'm just curious
8 as to how you are counting the responses relative to
9 online since a lot of our families don't have access to
10 connectivity on our reservation, as well as the phone
11 lines.

12 So those are challenges, and I'm wondering how
13 that factors into your sampling sizes. And what does
14 the census determine in terms of representative
15 sampling of all American Indian/Alaska Native
16 populations? While you may have a 97 percent response
17 rate, what is that representative sampling size
18 relative to the universe of AIAN population throughout
19 Indian Country?

20 MR. TREAT: So, so the first question related to
21 the lack of connectivity with Internet on reservations
22 or mail delivery issues or telephone service issues, if

1 -- the response rate is the interviews that we've
2 collected over all four methods of collection. It's
3 not about the individual one, like Internet versus --
4 it's not an Internet response rate. It's a survey
5 response rate.

6 So that 97 percent that we get, it's all the
7 interviews that we collect over the four modes of
8 collection. So there's no impact if someone doesn't
9 have Internet access or doesn't have a land line, a
10 phone line in their home. That doesn't impact us
11 because on the reservation lands, we go out and follow
12 up with 100 percent of the cases. So they have that
13 chance to get the interview in person from a field
14 representative. So there's no impact to that.

15 As far as the representativeness of it, we're
16 selecting cases from the Master Address File, which is
17 a list of all addresses in the country that is
18 maintained by the Census Bureau and periodically
19 updated through the decade. The main updates occurred
20 as a result of the 2010 census and all the updating
21 activities that occurred with the address canvassing
22 operations and all the other address-building

1 activities. And then the Geography Division does
2 periodic updates to the address through updates from
3 the Postal Service twice a year.

4 And we use that list as our sampling frame. So
5 the representativeness of that frame is the
6 representativeness for the survey.

7 MS. YAZZIE: Do you have some percentage of that
8 sampling size relative to the population in Indian
9 country?

10 MR. TREAT: Um --

11 MS. YAZZIE: I mean, is it like -- is your
12 sampling 25 percent representative sampling, or is it
13 like 10 percent of the total population of --

14 MR. TREAT: We -- because we oversample in
15 American Indian -- American Indian/Alaska Native areas,
16 their representativeness in the sample is higher than
17 the general public, and that's a general statement,
18 because we oversample there. We go in and they have a
19 higher rate versus other areas of the country. So they
20 have actually more representation in the sample than
21 other areas in the country.

22 Am I getting that right, Mark? He's nodding yes.

1 MS. YAZZIE: Let me ask it in another way.

2 MR. TREAT: Okay.

3 MS. YAZZIE: What would -- does the ACS database
4 identify, first of all -- and I agree. I would be
5 interested to see the response rate for Navajo Nation.

6 But also then the sampling size by tribes, is there a
7 way that that could be determined? And I guess that
8 might be a question for the next presenter.

9 MR. TREAT: Oh. What's the sample size for the
10 specific areas?

11 MS. YAZZIE: By different tribes, yes.

12 MR. TREAT: I think we have it by geographic area,
13 don't we, Mark?

14 MR. ASIALA: Mark Asiala again.

15 We would -- for sure we do publish the number of
16 interviews, both housing unit interviews and total
17 persons interviewed for every geographic area that we
18 publish unless the number of cases is very small, like
19 two or three, in which case we withhold that for
20 disclosure purposes.

21 But otherwise, if you looked at the Navajo Nation,
22 you would be able to look at on the American

1 FactFinder, you could see the exact number of
2 interviews that we had that went into providing that
3 estimate. And that may get at what you want. That's
4 not the same as the initially selected sample that we
5 had because there is some of that nonresponse. And if
6 you go further back when we were doing the sub sampling
7 for the nonresponse that we do for person, the CAPI,
8 there we did have somewhat, you know, lower number of
9 interviews.

10 But Navajo Nation is over 65,000. You would be
11 able to look at it for the 2012 data and see how many
12 interviews that we ended up with as a result.

13 MR. TREAT: Thank you, Mark. Yes?

14 MR. ADAMS: Good morning. Jason Adams, Salish
15 Kootenai.

16 I've been sitting here trying to figure out how to
17 ask this question because the issue that I want to
18 raise -- and I thank you for your presentation. It was
19 very informative. The issue that I want to raise is
20 the issue of what you had on one of your slides as far
21 as census and the history of census equal to count,
22 whereas the American Community Survey is that, a

1 survey.

2 Historically, a lot of tribes in our region have -
3 - well, not all, but some tribes in our region have
4 come alongside census under the old long form
5 activities and participated very heavily with hiring
6 tribal enumerators to make sure that the count was done
7 and was sufficient.

8 My concern and my question is now that it's a
9 survey, if those folks aren't being counted, how can
10 they then be surveyed?

11 MR. TREAT: So, so two things. Number one is, is
12 that because we are a survey -- let me back up and say
13 it the other way. If you go back to the 2000 census,
14 which was the last time we did a long and a short form,
15 the short form was also a survey, but it was in the
16 environment of the decennial census. So any data that
17 came out that was comparable to the kinds of data that
18 come out of the American Community Survey were also
19 based on a sample of cases collected through a survey
20 that was implemented as part of the decennial program.

21 So you're going to get -- you're going to have the
22 same issues, and "issue" is probably too strong of a

1 word. But the same situations that you have with it's
2 a sample of cases. It's based on a subset of the
3 population that's weighted up to be representative for
4 the entire population. So if you're using 2000 long
5 form data, you're using sample data that are estimates
6 also, but they were collected during the decennial
7 cycle.

8 What we do is, is we use -- we use out of the
9 Population Division at the Census Bureau, there is the
10 Population Estimates Program that produced estimates
11 every year for the population. We use those estimates
12 to help in our weighting methodology to ensure that we
13 weight up for noninterview, for example, I think is one
14 of the things that it feeds into it.

15 So it feeds into it to try to improve the quality
16 of the estimates, and that is shown to strengthen the
17 data that comes out of the survey.

18 MR. ADAMS: I just -- I think what drew my
19 attention to this was on Slide 15, you mentioned
20 initial sample size, and you had made a comment that
21 that number increased from 2.9 million to 3.4 million
22 for tribal housing sample size?

1 MR. TREAT: No, that was the national level
2 sample. So for the nation for 1 year back in 2010, we
3 selected only 2.9 -- we selected 2.9 million housing
4 unit addresses in sample. In the middle of 2011, the
5 sample size increased to 3 and roughly 3.5 housing
6 units for the national sample. So what we do is we
7 collect that data over the course of the year.

8 For many of the tribal areas, they're going to get
9 the 5-year data. So the interviews that we conduct
10 over 5 years are all aggregated together to give you
11 the strength in the estimates.

12 MR. ADAMS: Okay. And then my last question is I
13 did notice initially on one of the first slides, you
14 had ACS/PRCS?

15 MR. TREAT: Yes.

16 MR. ADAMS: Puerto Rico --

17 MR. TREAT: Community Survey.

18 MR. ADAMS: What is the special relationship with
19 Puerto Rico, and can that then be something that tribes
20 can attain? Because we are. Like my tribe, we're a
21 sovereign nation.

22 MR. TREAT: Well -- Puerto Rico is handled like

1 the District of Columbia because we collect data in all
2 50 States, the District of Columbia, and Puerto Rico.
3 So it's treated like a State, for lack of a better
4 reference.

5 MR. ADAMS: Well, it's a sovereign nation.

6 MR. TREAT: No. It's a territory of the U.S. So
7 --

8 MR. ADAMS: Okay. Okay.

9 MR. TREAT: Yes?

10 MR. SAWYERS: I guess I have a hard time
11 understanding how you can take a sample and then count
12 families of Indians from that sample. I mean, I can
13 understand what you're doing, and we appreciate that.
14 But I -- getting back to HUD, how do they -- how can
15 you make that transition from a sample to a hard count?

16 Because I think that's the problem we're faced
17 with is we're not sure that count is spread across the
18 board. And so, I don't understand very well. So I'd
19 like you to explain that to me.

20 MR. TREAT: So we don't produce counts from the
21 ACS. We produce an estimate of the population or an
22 estimate of a characteristic. So it's not a direct,

1 and so there are sampling -- there are sampling errors
2 around that. And we produce those estimates to show
3 the variation around the estimate.

4 This is a method, though, that we've done where we
5 take a representative sample of the population that
6 represents and collect information on them and weight
7 it up and provide or apply some statistical
8 methodologies to weight the information up to be
9 representative of the entire population.

10 This was done, though, I want to stress here, this
11 started in 1940 census. So any data that was used that
12 we call long form data has been sample-based estimates
13 from '40 forward. So ACS is just an ongoing program
14 that collects the data and provides it on an annual
15 basis, and that's one of the strengths of it. You get
16 information every single year from the survey rather
17 than waiting 5 years or 10 years to get the
18 information.

19 Yes?

20 MR. SAWYERS: The short form is, you know, that's
21 to everybody, and the long form is sample. So it seems
22 to me that the long form is much better. I mean, the

1 short form should be a count, much better count than a
2 sample. And so, I just -- it's really hard for me to
3 put my head around how you can use a sample to count
4 real families in Indian folk.

5 MR. TREAT: So the decennial census that collected
6 -- the short form items collected basic demographics
7 for everyone. Relationship, age, sex, race, Hispanic
8 origin I think were the basic characteristics that were
9 collected.

10 Well, we collect those same characteristics as
11 part of the ACS, but then a wealth of other
12 information. So you are right that the decennial
13 census is a count of the population, but you only get
14 basic demographic information. If you want more
15 detailed information on the population, which I believe
16 you do, you have to go to the ACS.

17 It's -- that's the source for the information, and
18 that was a transition change. We take -- an example
19 would be is we take one housing unit for a particular
20 area and collect data on the people that live there,
21 and then we use that to infer about the people that
22 that unit represents.

1 So on a very introductory level, we might select
2 one housing unit in a block, in a single block and
3 collect data. But we're assuming that that person,
4 those people that live there are going to be
5 representative of the other people that live in that
6 block. And that's a very general approach to it.

7 So we take that and we use that information to
8 represent the rest of the population in the block. And
9 so, we don't produce population totals. We produce
10 estimates because we don't actually collect the data
11 for everyone.

12 MR. WINTER: Can I just say this is confusing, but
13 so let's bring it back to the formula, right? So we've
14 been using for a decade the 2000 -- data from the 2000
15 census, right? A lot of the variables in the formula
16 that have to do with need -- overcrowding, substandard
17 housing, income variables -- all that doesn't come from
18 a count. It comes from the long form portion of the
19 2000 decennial census. That long form is a survey,
20 just like the ACS.

21 The only difference between that long form and the
22 ACS is that in 2000, it was collected at one point in

1 time. The ACS is collected over a period of 5 years.
2 So you have been using data from a survey that was a
3 smaller -- that was collected from a sample of your
4 homelands. You've been doing that for the last 10, 15
5 years.

6 The only difference now is that it just has
7 basically a different name, and it's collected over a
8 longer period of time. Does that make more sense?

9 And then, but also you've been using like the
10 counts of population. You can get the counts of
11 population from the decennial census, but that's a one
12 point in time, happened in 2010. That's the most
13 recent data that we have. And then, you know, we've
14 been doing that for the last 10 years is we've been
15 kind of tweaking it every year with population
16 projections from the BIA and if you have -- sorry, from
17 the IHS.

18 MS. BRYAN: Annette Bryan. I'd like to yield time
19 to Elena Bassett.

20 MS. BASSETT: Thank you. Elena Bassett, Yakama
21 Nation Housing Authority.

22 I've been listening to your presentation, and

1 several items come to mind on this. First of all, I do
2 support and request that the information specific to
3 the tribes be available. I, too, would like to know
4 what is the response rate, you know, as far as the area
5 for Yakama Nation.

6 Also, as far as the response that was mentioned
7 just a little bit ago, I believe I was part of that ACS
8 response, that long form. It was several years ago,
9 and the lady that came to meet and talk with me, for
10 whatever reason, she didn't finish. So she was
11 supposed to have come back to talk to me, and my time,
12 I wasn't available then. So it was unfinished. She
13 never did come back. I never did complete that
14 conversation with her.

15 So, you know, to me, if that happens once, it
16 happens probably millions of times there. So, anyway,
17 I just wanted to make that note to you.

18 Another thing, just wondering as far as the
19 contact that you said, telephone, email, in person,
20 that type of thing. As far as telephones, you know,
21 this day and age with fraud and ID theft, that type of
22 thing, whenever I see something on the phone that's an

1 800 number, 877 number, anything like that, I just
2 absolutely disregard it. I will not answer that call.

3 And if I pick up the phone and it's a robot call,
4 I will just disconnect immediately. So, again, if
5 that's something that you're doing, I would say you've
6 got to be able to make an ID on there that says ACS,
7 Census, or something like that. That would really help
8 out. Otherwise, you know, if I'm doing that, I imagine
9 a lot of other people are doing that.

10 Also if they have online accessibility, then, of
11 course, if I see an American -- ACS, then I'd be more
12 likely now to respond to that survey rather than
13 before, not knowing what it is. Whenever it comes to
14 personal information, I will not give that out, also
15 very protective that way.

16 Res phones, so many people have res phones right
17 now, it's like going through candy. If you're trying
18 to make contact by phone, they'll have the phone this
19 month, but probably a different number next month. And
20 then also a lot of people, because of the concern for
21 the minutes, they will not talk on the phone. They
22 will do it by text only.

1 So you have to be able to have access to the folks
2 that way. Time and again, when I try to call somebody,
3 they won't answer, but they'll immediately text back.
4 So just something to watch out on that.

5 When you're talking about the -- talking about the
6 types of houses that you have in my area and probably
7 other places here, seasonal activity, and we do have a
8 lot of fishing activity there. There's probably
9 multiple families living at the rest stop areas. They
10 just put up a tarp, and bam, there you go. They have a
11 makeshift fireplace, and they set up houses right
12 there.

13 They set up their boats and whatever they can haul
14 around in the back of their pickup truck. So I would
15 say that that is residential housing site. You know,
16 maybe temporary seasonal. So I'm just wondering how do
17 you count folks in families like that?

18 Because a school bus will come to those fishing
19 sites, and the children are picked up and taken to the
20 schools every day. And then when it comes time for
21 them to go home, then that rest site becomes, you know,
22 just vacant. So, again, it's very, very crucial to be

1 able to count the families that are over there.

2 Another question as far as who you are sampling,
3 and this is probably a committee question here, are
4 enrollment records. You know, you're taking a
5 sampling, and if you're interested in the response
6 rate, you know, for my particular tribe, my area, but
7 I'm just wondering who are you using as far as being
8 able to select some of the families? So I think rolls
9 are probably very important, enrollment records. I'm
10 sure you're using IHS, that type of thing.

11 So, anyway, just some of the things that I was
12 thinking about as I was listening to you. So I thank
13 you for your time.

14 MS. DIFUNTORUM: Thank you. Sami Jo Difuntorum.

15 Just one question. If you would, for
16 clarification purposes, re-explain the statistical
17 methodology for weighting?

18 MR. TREAT: So what we do is, is we select -- let
19 me see if I can explain this. So, for example, if we
20 wanted to for a particular block, we wanted to know the
21 information about a block. So let's take it to
22 something very small.

1 But we didn't have the resources or we didn't want
2 to go and interview everyone in the block, we might
3 select a couple of the housing units in that block and
4 only do interviews in there. So knowing, for example,
5 let's say that there are 10 housing units in the block
6 and we select 2, each one of those units would
7 represent 5 housing units because we're only going to 2
8 of the 10. And so, they have a representativeness of
9 2.

10 And so, what we would do is we would weight up
11 each of the information from those 2 housing units by 5
12 to represent the entire block worth of data. Now
13 that's a very simple view of our example. We do that
14 on a much grander scale because we do it for the whole
15 population, and we have to control at county level,
16 State level those kinds of things.

17 So we do that at a very large and a multi -
18 multifaceted approach. But that's the basic example of
19 statistical weighting that's done.

20 We also adjust for nonresponse. So that when we
21 only get 97 percent, we take into consideration the
22 cases because, say, we wanted to go and get two cases,

1 but one of them we didn't get an answer for. Well, if
2 we only weight up the one case by 5, we're only seeing
3 half the population. So we adjust for noninterviews in
4 the process, and then we also control to population
5 controls to make sure that we have quality in the data
6 products.

7 It's a complicated statistical process. I hope I
8 answered your question.

9 So, yes?

10 MS. CLOUD: Good morning. My name is Heather
11 Cloud with the Ho-Chunk Nation.

12 How are you defining American Indian areas? Is it
13 just only to reservation, or how is that determined?
14 Because not all tribes have reservation land.

15 MR. TREAT: So the geographic boundaries are done
16 through our Geography Division that works with the
17 different entities to define the boundaries associated
18 with it. We get all that information from them that
19 defines the geographic area. So it's through that
20 definitional process that happens.

21 MR. WINTER: This is Ben from Policy Development
22 and Research at HUD. Ben from Policy Development and

1 Research.

2 This is exactly the reason why we have to do
3 special tabulations for the formula, right? Like we
4 need to purchase special tabulations of not only of the
5 formula elements in a variety of different geographies,
6 not just the standard ACS tabulations of AIAN areas
7 because of this problem.

8 MR. TREAT: I'm sorry. Yes?

9 MS. CLOUD: I guess that didn't really answer my
10 question. How are you defining American Indian areas?
11 You said you have special people, but how is that
12 determined?

13 MR. TREAT: I don't know the specifics of how they
14 determine the geographies. We can get you the answer,
15 but I don't know it offhand.

16 (Pause.)

17 MS. HUGHES: Hi, I'm Cinda Hughes. I'm a member
18 of the Kiowa Tribe and the tribal affairs liaison for
19 the U.S. Census Bureau, been here for about a year and
20 a half.

21 We do have what's called a Tribal Boundary and
22 Annexation Survey that goes out every year to each

1 federally recognized tribe and also to -- and from
2 there, they -- the tribe is able to determine for
3 themselves and to let the Census Bureau know what are
4 their legal boundaries, and have those legal boundaries
5 changed? Have they acquired trust land?

6 But it only measures reservation land and trust
7 land. It does not measure fee land. And there are
8 specific definitions for the tribal areas. Some of
9 them are associated with Alaska Native villages. Some
10 of them are associated with Federal reservations. Some
11 of them are associated with State designated areas.
12 Some are associated with the State of Oklahoma.

13 And if you go to our Web site, there is a specific
14 definition given for what is defined by each specific
15 tribal statistical area, and that also includes tribal
16 statistical areas for tribes that do not have land but
17 might live within a specific vicinity.

18 So we do have that information. As far as trying
19 to give the tribal response rates for specific tribes,
20 we are under what's called Title XIII. And Title XIII
21 has to do with our ability or inability to designate or
22 to be able to identify or to be able to have access to

1 personally identifiable information.

2 So if a tribe is very small or if they live in a
3 very small area, if we were to give what the area was
4 or who didn't respond in that area, that might trip
5 Title XIII, excuse me, to where we would be able to --
6 where you would be able to identify or anyone would be
7 able to identify a family or a house that didn't
8 respond, and we are forbidden to do that.

9 So that might have a lot to do with why we
10 wouldn't be able to give the tribal response rates for
11 smaller tribes or for smaller tract areas about who
12 didn't respond or who did respond.

13 Now, overall, we are working on raising the
14 awareness within tribal communities about what our
15 surveys are. Like I said, I've only been at this a
16 year and a half, and this is the first time that the
17 Census Bureau has had a person who is specifically
18 dedicated to work with tribes and to liaise with the
19 Census Bureau.

20 Now for this past year and a half, we have been
21 working on increasing the tribal response rates to the
22 Tribal Boundary and Annexation Survey. And we have had

1 some success in that area in raising the awareness of a
2 survey that practically nobody in Indian Country had
3 any idea about, but that was very vital, obviously,
4 because of the identification and the delineation of
5 tribally -- of tribal areas, of tribal geographies.

6 So now, from there, we're going to be able to move
7 forward and try to work with different tribal
8 organizations, both on a regional level, on a local
9 level, and on the national level to increase the
10 awareness across Indian Country about what the American
11 Community Survey is and how important it is for those
12 families who do receive the survey to answer it and to
13 turn it in.

14 But even given that, a 97 percent overall Indian
15 Country area and the 90 percent of tribes within a
16 specific area is actually pretty good. Could we raise
17 that? Do we want to raise that? Of course, we do.

18 And we will be working with organizations to try
19 to increase the awareness of what the American
20 Community Survey is and how vitally important it is
21 with Indian Country, and we are going to be conducting
22 tribal consultations within fiscal year 2014 and fiscal

1 year 2015 to work with tribal governments and tribal
2 representatives and to hear from Indian Country about
3 what will work and what won't work and how we can
4 better work together to make sure that we bring more
5 accuracy to the numbers and to the information and to
6 the products that are available.

7 I hope that's helpful.

8 MR. TREAT: Thank you, Cinda. Did that help?

9 MS. CLOUD: Yes. Heather Cloud, Ho-Chunk Nation.

10 So then that brought me to another question. With
11 the Tribal Boundary and Annexation Survey, you measure
12 trust and reservation land. You said that doesn't
13 include fee land. Are you going to do anything to
14 incorporate that?

15 Because I have a huge population of our tribal
16 membership that lives on fee land. So if that's not
17 included, then none of those numbers are being counted
18 in.

19 MS. CUCITI: Please remember that the sampling
20 frame for the ACS includes all geographies and includes
21 AIAN populations within those geographies. So for Ho-
22 Chunk, for example, your formula area actually consists

1 not only of some parts of counties that they have
2 recognized as tribal lands, but balance of county
3 areas.

4 So we're simply picking up all of the respondents
5 to the American Community Survey that live anywhere in
6 those counties that are part of your formula area. So
7 you're not losing those people in your counts.

8 Peggy Cuciti from FirstPic.

9 MS. BRYAN: Thank you, Peggy.

10 So, at this time, I would like to do a time check.

11 I see cards up, if up front you can make notes of the
12 cards? And I think we all should take a break, and
13 then we'll come back and call on you folks that have
14 your cards up.

15 So if we can start the time, I'm not sure if we
16 have to take a 15-minute break or if 10 minutes is
17 enough? Fifteen? I'm hearing 15. So 15-minute break.

18 Please start the clock.

19 Thank you.

20 (Recessed at 10:55 a.m.)

21 (Reconvened at 11:12 a.m.)

22 MS. BRYAN: Okay. Our break time is up. Let's

1 please get back and get seated.

2 MR. SAWYERS: I just want to say this is the first
3 time I ever thought I was just estimated.

4 (Laughter.)

5 MS. BRYAN: I am the timekeeper. You have tasked
6 me with that job, and I take my job very seriously. So
7 I'm going to call the meeting back to order.

8 MR. TREAT: So I think you had a question next?

9 MS. VOGEL: Thank you. Sharon Vogel, Cheyenne
10 River Housing Authority.

11 I have a question, and I think it's appropriate
12 that it be asked to you, is would you spend just a
13 little bit of time explaining to us the process that
14 you use for survey design of asking questions to the
15 national population or a subset, and how we can go
16 about changing that? Is there, you know, what is the
17 process that we can do so that it meets -- if you're
18 using it to say that it defines people, then what input
19 do we have?

20 Thank you.

21 MR. TREAT: So our questions originally came from
22 the 2000 census, from the long form census. That was

1 the starting point. And then they've gone through an
2 evolutionary stage to add additional questions as
3 needed and make modifications to questions.

4 We do -- on a 5-year cycle, we do a review of the
5 content on the forms, and we open it to the Federal
6 agencies to offer up any changes or revisions,
7 modifications, new, removing questions. That doesn't
8 usually happen very much, the removal of questions.
9 But modifications, and it's through an interagency
10 committee that we have with the Office of Management
11 and Budget.

12 The Census Bureau and OMB co-chairs that
13 committee. We're actually in the middle of planning
14 for a content test that will be fielded in '16. So I
15 believe if you had any proposed changes, it would go
16 through HUD, through that effort to the Census Bureau.

17 MS. VOGEL: Since it's, you know, you're using it
18 to count Indians, would it have more weight if it came
19 from Indian Health Service, BIA, and all the other
20 agencies that deal with counting Native Americans?

21 MR. TREAT: The ultimate determining agency on
22 what questions eventually end up on the ACS is OMB. We

1 can make -- the Census Bureau can make recommendations
2 for modifications or changes to the questionnaire, but
3 it has to go through OMB approval, and they have the
4 final deciding word.

5 The ultimate -- because they have the final
6 deciding word, their ultimate view, they look at many
7 factors. Reduced respondent burden to ensure that
8 we're not overburdening the public, but also to ensure
9 that there is a Federal need for this data. And so, as
10 part of the process, there has to be strong Federal
11 justification to, for example, add new questions to the
12 survey.

13 If there isn't a strong Federal need, the
14 likelihood of questions getting on the survey is very
15 small because they're the gatekeeper to ensure that we
16 don't all of a sudden go from I said 24 housing
17 questions and 48 person questions to, you know, 3 times
18 the size of that.

19 MS. VOGEL: Well, thank you very much for that
20 explanation, and I think that's really important that
21 we get involved, involve our tribal governments that
22 there are a lot of other issues than HUD. So please

1 discuss this with your tribal governments when you
2 return home.

3 MR. TREAT: Thank you. Okay, Carol, I think
4 you're next.

5 MS. GORE: Yeah, Carol Gore.

6 I wanted to, first of all, thank you for the
7 presentation. I suspect this is just the little drivel
8 of information that's going to lead to lots of
9 questions over the course of probably months from us.

10 I just want to maybe parking lot the idea that
11 this committee might benefit from having some experts
12 from Census engaged while we're talking about datasets.

13 So I just want to maybe park that for discussion among
14 the committee members.

15 But the point I wanted to bring up is we only
16 recently discovered that we have a regional census
17 representative, and connecting with that individual has
18 been immensely helpful to us because that individual
19 understood our geography and our counts and our
20 challenges and our barriers much better than we
21 imagined.

22 So my request is that you provide the names of the

1 regional representatives for the committee members here
2 so that they would have an additional contact beyond
3 the national census. I think they might get better
4 answers to some of the more detailed questions that
5 they're asking, especially around geographies.

6 Thank you.

7 MR. TREAT: Yeah, we can get those names to the
8 committee.

9 And I think Jason?

10 MR. ADAMS: Yeah, I've been processing your answer
11 to my question earlier as far as count as it relates to
12 the survey. I guess I'm -- I didn't get a clear answer
13 as far as the count issue.

14 Now I'm assuming that's still going to happen
15 every 10 years as far as that then, that's when tribes
16 can engage. Because I know a few tribes have done that
17 in the past in our region, you know, engaged with
18 Census to make sure that local enumerators were hired,
19 and they go door to door.

20 Because even in a few years' time cycle on a lot
21 of our rural areas that I represent, we have a lot of
22 growth. We have a lot of families that will bring in,

1 you know, modular homes and small sheds and whatever
2 they can live in. There might be grandma's house
3 there, but there might be four or five different
4 residences around it. And so, even within a few years
5 of survey, revolving survey, those numbers change on a
6 count basis.

7 So I want to make sure I understand is that still
8 going to happen as far as the count so that tribes can
9 help Census make sure that counts are done?

10 MR. TREAT: Yes, yes. They are planning for the
11 2020 census. That planning started several years ago.

12 In fact, that's where I came from. I worked on the
13 2010 census and in 2011 moved over to the American
14 Community Survey.

15 And so, I was in the early planning. Actually,
16 for the 2020 census, early planning started in 2009,
17 and during the 2010 environment, that was one of the
18 things that I worked on. And there is definitely an
19 effort to move forward and to do a 2020 census that
20 will get a count for the population in 2020 and to do
21 outreach.

22 One of the things that we're trying to better

1 coordinate internally within the Census Bureau, as I
2 said earlier, my program is in the same organizational
3 structure as the 2020 decennial census, as well as the
4 geographic programs like the Boundary and Annexation
5 Survey. And our goal is, is to look at communication,
6 instead of having three separate programs, is to start
7 the conversation working with you all to develop a
8 communications approach that's more integrated across
9 the programs so that we're having a collective dialogue
10 on these topics rather than one-off conversations on
11 ACS on 2020 on geographic programs.

12 I will say that the -- one of the challenges for
13 the American Community Survey is, is that our budget is
14 not like the decennial census budget, especially when
15 it comes to communications and a campaign. At the
16 break, I was talking to somebody and I said our annual
17 budget is less than the communications budget that was
18 in place for 2010.

19 So we have very limited resources, but we're
20 trying to utilize those resources in an intelligent
21 way, in a targeted way to try to at least start the
22 dialogue and have a dialogue. It may not be as robust

1 as we would all like. But to start a foundation as we
2 roll into 2020 and to sort of keep that momentum going
3 so that it isn't quiet.

4 So in these early years in the decade into the
5 middle years, it's going to be focused on the ACS. And
6 then as the momentum starts rolling for the 2020, it's
7 going to pick up, and the conversation will expand.
8 And hopefully, the money will expand through the 2020
9 program and their funding sources to have a more
10 integrated approach to this.

11 So when you say -- when you raised this question,
12 I was like I love this question. This is a great
13 question because this is -- today's conversation is a
14 starting point, and I'm looking forward to having it go
15 on in many ways.

16 Carol's comment about us getting you the names of
17 the local, regional representatives so you can outreach
18 to them and we can be in concert and conversation with
19 them, understanding what they're doing, as well as
20 efforts at headquarters through our offices, is an
21 important sort of vision of where we want to go. And
22 our goal is to sort of come up with a roadmap as we

1 move forward and to talk to you more in this effort.

2 And I realize today's conversation is organized by
3 HUD, and so, you know, we have that relationship.
4 We're a visitor here, but it doesn't mean that we, as
5 groups, can't have conversations, you know,
6 collectively through this process.

7 MR. ADAMS: I just wanted to follow up, two
8 comments. First of all, I was concerned with -- you
9 know, and I understand the situation with the ACS when
10 you made a comment over here that the survey is taking
11 this one household, there might be 10 around it.
12 That's a critical issue to tribes in our region because
13 we're saying that there's not 10 houses there. There
14 might be 20. You undercounted that.

15 And so, in our area, in our part of the country,
16 in rural tribes that we represent, that I represent,
17 that's historically been the case. We've argued that
18 time and time again that there's a huge undercount,
19 that the count isn't accurate.

20 So that, to me, shows flawed data then when you're
21 saying, okay, we're going to sample this one house. It
22 might be grandma's house, and she lives alone. But

1 there's five houses around her with all her grandkids
2 and 10, 15 people in each of those houses. So you've
3 just flawed the data for that whole area. So that's a
4 concern that I have.

5 MR. TREAT: It's a concern I also have, too. We
6 recognize -- in the presentation, I talked about the
7 coverage of the ACS compared to the 2010 census, and I
8 said a phrase that's under the assumption that the 2010
9 census is truth. We know that that's not true. That's
10 not a valid statement. The Census Bureau did an
11 evaluation, a coverage evaluation of the 2010 census
12 and found that there were problems with it.

13 The goal of the census is to ensure that we have a
14 good address frame, that we count everyone, that we
15 look for areas where there might not be traditional
16 kinds of living situations either through the group
17 quarters program and through other things. All of that
18 work that's done as part of the decennial census we
19 rely on for the ACS, and so that's part of the reason
20 why we want to have a strong integrated program.

21 So as programs roll out related to the 2020 census
22 and the geographic programs, it's highly critical that

1 we contact the right people in your organizations and
2 in your governments and that we have a good dialogue
3 and that that work on -- that that conversation happens
4 with the right people, and you are actively involved
5 and engaged in things that we need, like reviewing our
6 address list and identifying where there might be
7 missed units. This is a partnership, and today is the
8 beginning of that conversation. So --

9 MR. ADAMS: Just one last comment then as far as
10 the cost issue. I really am concerned about that
11 because if you have a very limited budget, then you're
12 not advertising. People don't know this is going on
13 for the American Community Survey.

14 And if you have a situation where you're doing the
15 American Community Survey within a block of this hotel,
16 you're going to get a lot higher response rate than
17 driving 100 miles outside of one of our towns on our
18 reservations to find a house that you don't know if
19 it's even there, or when you get there, there's now
20 five houses there.

21 MR. TREAT: The challenge we have with the --
22 compared to the decennial census versus the ACS is, is

1 that the census was everywhere because it's the census.

2 The ACS, while we have an annual sample of 3.5 million
3 addresses, it's out of a frame that's probably 135
4 million addresses.

5 So to launch a national campaign is very -- is
6 difficult for us because for most of the population,
7 they're not going to have any exposure to the survey.
8 And what we are doing, though, currently right now
9 within the ACS is we've brought in some external
10 consultants, and we're looking at messaging around the
11 survey. What are the right types of messages that will
12 get respondents to complete the survey?

13 Our most important thing is, is if we can get
14 people that are in the self-response modes to fill out
15 the survey, and we don't have to go and do that
16 telephone call or the personal visit, that is the best
17 approach for the survey. And what we're trying to do
18 is to raise awareness, excuse me, at that level to get
19 people to move to self-response, but also to provide
20 our field staff with the tools that they need when they
21 go out and they're talking to the people on the ground
22 to be able to better promote the survey, to raise the

1 awareness.

2 Because in some situations, they never got any
3 mailings. They never got a phone call. And all of a
4 sudden, somebody shows up on their door, and they don't
5 know what this is all about.

6 And someone raised the issue earlier about
7 identity theft and all those kinds of things, and so
8 we're aware of those kinds of things, giving our field
9 staff the right tools to raise the awareness at the
10 respondent level. But so you're right on target with
11 that, and we're trying to move towards it.

12 MR. DOLLARHIDE: I would like to make a suggestion
13 to the committee. We've run over time on our agenda
14 with Mr. Treat. My understanding is that he can be
15 available here until lunchtime. So if we want to move
16 on to the next presentation by HUD/ONAP/PD&R, then he
17 will be available for questions with a combination with
18 HUD, if that is okay with this committee?

19 MS. BRYAN: And I will add that we did set up a
20 process with FirstPic to take any questions that you
21 might think of as committee members or if people have
22 questions through their committee members to get to

1 Sara, and we will get them to Mr. Treat, and we will
2 get answers back and provide them to the committee.

3 MR. DOLLARHIDE: Is everybody acceptable with
4 that?

5 MS. VOGEL: When are we going to have an
6 opportunity to have a dialogue with this high level of
7 a ranking official of ACS? We have a couple of
8 questions, I think, and out of respect to the people
9 that are here and the position he holds, I think we
10 need to continue to have these questions. That's my
11 opinion.

12 MR. DOLLARHIDE: I was just making a suggestion
13 from our standpoint if time would be better served with
14 having the HUD folks here that are also going to
15 explain their side of the formula issue with the
16 gentleman from the Census Bureau, to have both of them
17 here at the table to ask questions in case they do
18 coincide with each other.

19 But from a personal standpoint, it doesn't make
20 any difference to me as the co-chair. So we can
21 continue or we can move on, you know, it doesn't really
22 make any difference to me. I'm just looking at the

1 agenda and going from that perspective.

2 Karin?

3 MS. FOSTER: I agree with the efficiency of it,
4 but my question is actually pretty general, and I'd
5 like to ask it, if I may?

6 I would like to ask about the Census Advisory
7 Committee on the American Indian and Alaska Native
8 Population and what input that organization has, or if
9 that committee still exists?

10 MR. TREAT: So there's two advisory committees,
11 one the Scientific and one the National Advisory
12 Committee. The National Advisory Committee used to be
13 the old REAC. It was under the former Director Groves.
14 It was recast to be a wider, wider view.

15 The ACS works closely with that, with -- well,
16 actually, with both advisory committees.

17 MS. FOSTER: Okay. Thank you.

18 Because I was looking at information that was put
19 out on the community survey where there was on the
20 American Indian/Alaska Natives population, and there
21 was a quote from somebody who worked for that census
22 committee, but it seems like the -- maybe the American

1 Indian and Alaska Native Population Committee has now
2 been made a part of more of an ethnic minority
3 committee? That's what I was seeing here, and I
4 wondered if that's true.

5 MR. TREAT: Was it a working group or was it --

6 MS. FOSTER: This is like -- this is like
7 publication back to 2007.

8 MR. TREAT: Oh.

9 MS. FOSTER: You know, and so I wondered if that
10 had changed because I know we have had -- I think we
11 had somebody from that committee address an NAIHC
12 meeting several years ago, and I've never really been
13 sure quite what that committee does. And if there is
14 such a committee anymore or if there is another
15 committee that we can, you know, reach out to, to
16 assist with some of these issues, I wanted to know who
17 they would be.

18 MR. TREAT: As far as that committee, the one you
19 referenced, I don't know whether -- I don't believe
20 it's still in existence. I know there's two, the
21 national -- the Census Scientific Advisory Committee
22 and the National Advisory Committee.

1 MS. HUGHES: The National Advisory Committee,
2 there are Native American/Alaska Natives on the
3 committee.

4 MR. TREAT: So for the -- so -- but if you need a
5 contact person for the committee, we can get you a name
6 of the contact inside the Census Bureau. I was going
7 to say, obviously, Carol.

8 So, okay. Michael?

9 MR. THOM: Hi, I'm Michael Thom from Karuk Tribe.
10 I'd like to know if the ACS involves tribal
11 enrollment departments as part of their surveying.

12 MR. TREAT: I didn't -- I'm sorry. I didn't hear
13 the question.

14 MR. THOM: I'd like to know if the ACS includes
15 tribal enrollment departments as part of their
16 surveying.

17 MR. TREAT: So -- so, currently, we don't use
18 administrative records information for the program. So
19 we wouldn't go to -- if I'm understanding your
20 question, we wouldn't go and gather information to
21 supplement the survey.

22 We had planned to look at the use of

1 administrative records data in the survey data
2 collection activities, starting that research back in
3 2013, and as a result of the sequestration, we actually
4 had to cut -- the program's budget got cut by a
5 substantial amount of money, and we had to put that
6 research on hold for the program.

7 But it is a topic that's of interest to the ACS to
8 look at where there's opportunities where we can use
9 auxiliary sources to help the program strengthen the
10 estimates, strengthen data collection. There's a lot
11 of challenges that we have to address and ensure that
12 we're doing something accurate and it's good for the
13 survey and that it's something that can be administered
14 consistently across the board.

15 MR. THOM: The reason why I ask that is because
16 the Federal agencies work on a poverty level. So we
17 have in our tribe, members that are above that that
18 don't meet a lot of criteria because the agencies serve
19 the low-income people, and they forget about the
20 working people.

21 Thank you.

22 MR. TREAT: Okay. Carol, are you sneaking one in?

1 MS. GORE: Yeah. I just wanted to follow up to
2 Karin's comment and that I believe the NAC, the
3 National Advisory Committee, is different now than it
4 used to be. I've attended two meetings. If you think
5 this is overwhelming, I still am swimming, barely
6 keeping my nose above.

7 But there is no separate committee for AIAN
8 populations, to answer that question, and it truly is a
9 smaller committee that represents all populations. So
10 we're trying to balance all of that. I think the
11 committee is really intended to help advise what -- how
12 they test different questions, not necessarily to say
13 what goes on the form, but how to test questions that
14 will help Census get a better response rate within
15 those special populations.

16 At least that's what we've worked on thus far.
17 It's pretty overwhelming. I will admit I'm not a
18 statistical person, but I've been pretty impressed with
19 the engagement and the ability to get some information,
20 which is why I really asked HUD to include Census as
21 part of this meeting because I thought we would be
22 better at our negotiation if we really had access to

1 the information.

2 So I just wanted to offer that, and I'm one of, I
3 think, three AIAN on that committee. But I would be
4 happy to help facilitate.

5 Thank you.

6 MR. TREAT: Okay. Thank you, everyone.

7 Oh, I'm sorry. I didn't realize someone --

8 MS. BRYAN: Karin, did you have a question,
9 follow-up question? Okay. Your card is up.

10 (Laughter.)

11 MS. BRYAN: Thank you, everyone. And thank you,
12 Mr. Treat.

13 (Applause.)

14 MS. BRYAN: I think it's going to be really
15 informative for HUD and the Census Bureau to be in the
16 same room at the same time. So let's go ahead and
17 introduce our next presenter -- presenters on the
18 review of ACS data run, and that's going to be ONAP,
19 FirstPic, and HUD PD&R.

20 (Pause.)

21 MS. CUCITI: Hello, everybody. I'm Peggy Cuciti.
22 I work with FirstPic, and the responsibility falls to

1 me generally to take the data that HUD gets from the
2 census to put in the formula framework.

3 Why don't you start the slide show? Anyway, the
4 first slide is a slide you've seen before when we
5 talked more generally about the formula, and I just
6 wanted to remind you that all tribes are going to get
7 needs funding based on whatever data source is used,
8 that FCAS comes first. You know, some of the basic
9 concepts.

10 The amount after FCAS is allocated goes to tribes
11 based on their proportion of national countable needs.

12 Needs are measured using specific variables currently
13 that we get from the 2010 -- no, I'm sorry, the 2000
14 decennial census, and that needs count only if they're
15 in a formula area, and they're not subject to the pop
16 cap.

17 So when you see our data for needs, it isn't the
18 same data necessarily that comes directly from the
19 Census Bureau for something. It has already been
20 aggregated to a formula area, and we've applied the
21 population cap provisions in the formula.

22 Again, the next slide is just a reminder what we

1 are currently using in the formula are these variables,
2 and it's really the first six variables that are based
3 directly on the census data. The last variable takes
4 into account the count of formula current assisted
5 stock. So it's a derived variable after we've counted
6 low-income households.

7 But we're talking about persons which come
8 directly from the census enumeration. That's the short
9 form that goes to everybody, and then the household
10 variables, income and housing conditions, that came
11 from the long form in the census that is survey based.

12 So you're ahead of me, aren't you? Anyway,
13 Regulation 1000.330 is the place in the regulations
14 that govern what we're talking about, and it talks
15 about "The sources of data for the need variables shall
16 be data available that is collected in a uniform manner
17 that can be confirmed and verified for all AIAN
18 households and persons living in an identified area.
19 Initially, the data used are decennial census data."

20 So everything we have been using to date is
21 decennial census data, and you have heard now, you
22 know, from the census that the issue is that the

1 decennial census no longer includes the data that we
2 have traditionally used.

3 So based on that fact, the committee had asked us
4 to do a simulation that incorporated for the first time
5 the 2010 census data for persons counts and the ACS
6 data for the other household needs variables. And that
7 data is the data that was collected in the period 2006
8 through 2010. We have to use the 5-year combined
9 dataset because so many of the tribes and the tribal
10 areas that we have to track are very small.

11 So the issue arose as to what should be -- well,
12 if I do a simulation, I give you a set of numbers.
13 That's all fine and good, but it's really hard to make
14 sense of unless you have something to compare it to.
15 And so, the question immediately arose for us as to
16 what should be the base for the comparison?

17 We waited for the fiscal year '14 allocation files
18 to be closed so that it reflected the most current
19 situation in terms of all of the formula factors.
20 However, we decided to run with an appropriation, the
21 appropriated level of \$643 million rather than the
22 appropriation plus carryover because that's more likely

1 to be a stable number.

2 But the other thing that changed was if you
3 recall, the formula incorporates a growth factor that
4 is designed to age the 2000 data up to the current
5 year. So, in effect, in the fiscal year '14
6 allocation, we have a growth factor that's bringing the
7 formula's perspective on what exists in your
8 communities up to actually 2013. And it seemed wrong
9 to compare the conditions that existed as of the
10 decennial census to our estimate of conditions in 2013.

11 So we were kind of faced with either aging the
12 2010 census or de-aging, perhaps you might say, the '14
13 data. And what we decided to do so that you could
14 actually see as close as possible the data that -- the
15 new data that was being introduced in as unadulterated
16 form as possible, we de-aged the '14 data back to what
17 it would have been in 2010. So the growth factor had
18 slightly less of an impact than it would have had using
19 the actual 2014 final run as the basis for the
20 comparison.

21 All right. So what we posted on the Web site was
22 the simulation results in comparison to this '14 final

1 run using a slightly different dataset. It's important
2 to remember that as you interpret the changes that we
3 report in the allocation, that all it is, is the change
4 in allocation. You can't interpret it as a change in
5 the socioeconomic conditions, per se, that occurred in
6 your area over the decade.

7 Because what we're doing is the -- in the
8 simulation, it's doing what the grant produces based on
9 demographic, social, and economic conditions that were
10 reported by the census as of 2010 versus a grant
11 allocation that is based on the social and economic and
12 demographic conditions as guesstimated by the formula
13 using that growth factor for 2010.

14 The underlying data is the 2000 census data or,
15 alternatively, the data that we are carrying for a
16 tribe based on a census challenge that was approved
17 that replaced that 2000 census data. So it's 2000 base
18 data aged to 2010 in the base file.

19 So let's talk very briefly about the growth
20 factor. Had there been no growth factor, the
21 allocation changes that we would have been reporting
22 would have been the result fully of demographic,

1 social, and economic conditions that changed since the
2 last census. But we had a growth factor, and it was
3 put in the formula intentionally because the committee
4 recognized that the decennial census gets old.

5 And furthermore, when it gets old, when new census
6 data gets introduced that reflects a full set of 10-
7 year changes, there can be shifts, dramatic shifts. So
8 both to make certain that the formula was responsive to
9 current conditions and to minimize -- or to increase
10 some of the stability in the allocations, the committee
11 decided and wrote into the regulations that there
12 should be a growth factor in the formula. We'll come
13 back to that a little bit.

14 So what happens in the simulation? By design and
15 in total, very little changes in the allocation.
16 Effectively, we take a dollar amount, and it goes out
17 based on needs, and each tribe gets a share. So if
18 some tribe gets more, some other tribe gets less.

19 So the national total going out is about the same,
20 and for the median tribe, the set of tribes in the
21 middle, there's no change. But that doesn't mean that
22 for individual tribes, you don't see changes in

1 allocation, and sometimes those changes, you know, you
2 will notice them when you administer the program if you
3 choose to put the new data in.

4 So the next slide gives you some idea at the
5 tribal level of how many -- how tribes distribute in
6 terms of the size of the change that would occur in the
7 grant allocation. So on the left-hand side of that
8 graph, we have 38 tribes who will see their grant
9 decreased by more than -- yeah, decrease by more than
10 30 percent. And in the bar right next to it, there
11 were 27 tribes will see a decrease of 20 to 30 percent.

12 You see the tallest bars in the middle have fairly
13 small changes in the grant, and then all the way on the
14 right side, you'll see 36 tribes getting an increase of
15 20 to 30 percent, and 38 tribes getting an increase of
16 more than 30 percent relative to the base, okay?

17 So I think it's important, though, to note that
18 big percentage changes don't always translate into big
19 dollar changes, and so the amount of money that's
20 really moving around is not that dramatic. The 38
21 tribes with the biggest percentage losses saw their
22 grants decrease by a total of \$3.5 million out of the

1 \$643 million that are being distributed in the program.

2 And the 38 tribes with the biggest percentage gain
3 saw their grants increase by a total of \$4.4 million.
4 It just gives a little perspective on how this money is
5 moving as a result of the introduction of data in the
6 simulation.

7 The next slide shows the results by region, and in
8 effect, what I've tried to give you is the data on the
9 total grant allocation and how the percent changed from
10 the base, as well as the mean needs allocation and the
11 percent change from the base. And so, you can see
12 that, well, the first thing I guess I want to draw your
13 attention to is the bottom right number, which is that
14 the needs allocation went down by 0.04 percent.
15 Inconsequential, but kind of confusing.

16 I didn't actually anticipate it, but it made
17 perfect sense when I went back to the innards of the
18 formula, and it has to do with the calculation of fair
19 market rents at the county level. That's how they are
20 calculated. To combine them at the tribe level, it's a
21 weighted average based on population. So you change
22 the population data, and it changes the FMR just ever

1 so slightly, which changed the FCAS allocation ever so
2 slightly.

3 So there is a slight decline in the needs
4 allocation, but that's -- you know, that's really not
5 very big. But you can see that we had two regions that
6 in combination, I mean two regions that suffered
7 decreases relative to the base, and the other regions
8 that show increases if this new dataset is integrated
9 into the formula.

10 So what explains the patterns that we're seeing?
11 I mean, there are two basic reasons. One, that tribes'
12 shares of national countable needs on each of those
13 variables changed due to changes in person counts and
14 changes in counts of households reported by the Census
15 Bureau in the ACS relative to the earlier census.
16 That's certainly the underlying dynamic.

17 But more importantly, in terms of just
18 understanding the actual change on reporting to you is
19 the inability of the growth factor in the formula to
20 fully predict the changes that the Census Bureau found
21 in their data collection efforts.

22 It was really, I mean, too much to expect that any

1 one growth factor could have fully predicted the
2 changes that occurred. The growth factor should have
3 done the best job on the population counts because it -
4 - the growth factor is built off of a population
5 projection that's prepared by the Indian Health Service
6 and periodically updated.

7 Those population projections are prepared at the
8 county level. They give us a single number for each
9 county in the country as to the expected or their
10 projection of population growth. They do their
11 projections based on birth and death data only, but
12 that's only one component of what drives population
13 change.

14 In many areas, the change in population that's
15 driven by births and deaths is overwhelmed by changes
16 that are attributable to migration of population
17 between areas. The IHS does not capture that in the
18 growth factor.

19 The second thing is we had a single factor for a
20 county. So for those tribes that have Indian lands
21 that are a subset of a county, we know from the needs
22 study that was reported to you last time that there

1 tended to be somewhat slower growth on reservations
2 than often in the neighboring communities.

3 Now neighboring communities could have been
4 different county, but in general, we're applying one
5 growth factor to both the balance of county and to the
6 Indian area, and it will be off potentially for one or
7 the other component of that county area.

8 The other thing is that we have one growth factor
9 that we are applying to both the AIAN alone population
10 and to the AIAN alone and in combination with other
11 races population because you recall we do the needs
12 allocation twice, once using the single race data and
13 once using what we refer to as the multi-race data.

14 So we also know from the needs study that the in
15 combination AIAN population is growing at a faster rate
16 than the AIAN alone population. So, inevitably, using
17 one growth factor for both would produce some degree of
18 discrepancy. It can't be right in both instances.

19 So what we found is that the estimated person
20 counts are too high overall, especially in the single
21 race dataset. In the multi-race dataset, at the
22 national level, we're closer to estimating the same

1 number of people as the census found. However, by
2 area, there are discrepancies.

3 So, in multi-race, we were underestimating in
4 Seattle, Chicago, and Oklahoma and overestimating in
5 Alaska, Phoenix, and Denver. So if we overestimated
6 how much -- how many people are in an area, their grant
7 is higher in the base than in some sense -- I don't
8 want to say should have been -- than it would have come
9 out using the new data.

10 Okay. So then, going back to the growth factor,
11 we use that single growth factor to age or adjust all
12 of the household variables as well, and it will be
13 imperfect in that regard because poverty and
14 overcrowding and cost burden depends on a variety of
15 economic factors, in addition to demographic factors.
16 So, in effect, we couldn't expect it to do a perfect
17 guesstimate.

18 What we found in the needs study was that the
19 trends varied -- again, this is just talking
20 nationally, but certainly the local area as well.
21 Trends varied for each of the different needs
22 variables. And so, again, one growth factor was never

1 going to be right for all of them.

2 So for most variables, single and multi-race
3 national totals in the base file were higher than what
4 we found reported in the ACS file. The biggest
5 discrepancy is in the count of overcrowded and
6 substandard housing. Based on what the census found,
7 there were substantial improvements in housing
8 conditions. It was a bright light in the needs study.

9 But we applied a growth factor to the number that
10 we had been carrying in the 2000 census. So
11 implicitly, we say it's increasing everywhere when the
12 ACS tells us that the housing conditions improved in
13 most places.

14 And just to give you an example, the census for
15 the multi-race count was about 58,000 units. In the
16 base file, we had 103,000 units. So there's a fairly
17 substantial discrepancy there.

18 I was getting a little uptight about the growth
19 factor, I guess, and so I kind of on my own or --
20 actually, I shouldn't say that -- in consultation with
21 HUD staff decided to take a look at what would have
22 happened had we just stuck with 2000 census data.

1 Would we possibly have been better off?

2 And the answer is no. That if you think of the
3 growth factor as trying to ease the transition to the
4 use of new data, then it did ease that transition for
5 292 of the tribes. It made it worse for 185 tribes.

6 It did reduce the total shift in dollar amounts
7 that occurred by about \$4.5 million. So we probably
8 were better off with that decision initially to include
9 a growth factor to age the 2000 census data relative to
10 bringing us up to date to the bringing in of new data,
11 if that's what you choose to do.

12 The next slide, in effect, compares the percentage
13 change that existed between the simulation and what I
14 called that initial base file, which is the base file
15 with the growth factor, which is the orange. And had
16 we simply used the 2000 data that we -- the old data,
17 the original 2000 data with no change.

18 Let me tell you a couple of other reasons beyond
19 the growth factor why allocations shifted. When we
20 incorporate new population data, which for the most
21 part is bigger than old population data, we potentially
22 get more tribes pop capped. All right?

1 Actually, the first statement I made is wrong. It
2 varies by tribe whether the introduction of the new
3 data increases the population count because I've
4 already told you that we were too high. But in ACS, we
5 have a population count. Sometimes it's bigger and it
6 brought more tribes into the population cap situation
7 where we discount a portion of the needs in the formula
8 area.

9 Another dynamic in all of this is remember that
10 when we put together the needs allocation, and this is
11 complicated, the variables are weighted. And so, you
12 can think of the weights as a share of the total pot
13 available to go out on needs.

14 I told you that we had -- in the base, we had many
15 more overcrowded units than in the simulation, which
16 relied on the ACS data. You can, in effect, come up
17 with a per unit value or how much money follows a unit,
18 a housing unit, by dividing the weight times the total
19 allocation and dividing it by the number of units.

20 Well, when you have more units showing up in a type of
21 need, then the amount that goes out towards that need
22 is lower.

1 So, in effect, the value per overcrowded or
2 substandard unit increases in the ACS simulation
3 relative to the base. Again, if the count were just
4 proportionally lowered for all tribes, that wouldn't
5 matter. But for those tribes that continue to have
6 that type of need, they are getting more of a dollar
7 flow in the simulation run than in the base file.

8 Another reason for shifts in allocation is
9 remember I told you we overwrote all of the data we
10 were carrying, whether it was 2000 census data or the
11 result of a census challenge. There are two types of
12 census challenges in our database. Some were things
13 that the tribes submitted where they felt that the
14 census provided a wrong count of their data. In other
15 cases, they were where HUD had challenged the data, and
16 they usually were tribes with large per capitas and
17 where we had reduced the estimate of need based on the
18 income characteristics to zero in the old file.

19 Usually, the new data came in with some amount of
20 low-income need, probably nontribal members, if the per
21 capita payments remained the same as they were at the
22 time when HUD did the challenge.

1 Another possibility is that census boundaries for
2 some tribes changed. And if you go to the appendix of
3 the original needs study, they do a very nice summary
4 of cases where boundaries changed for Indian areas.
5 So, say, a tribe had either -- either the boundaries
6 were wrong or perhaps they put more land in trust. If
7 the ACS showed a larger territory, it may be capturing
8 more needs in their formula area.

9 There are also some other changes that had to do
10 with more often in Alaska than elsewhere, where they
11 actually defined their county equivalents differently.

12 And this gets more technical into how I put together
13 the database, but when they change boundaries, it poses
14 some dilemmas for how you define balance of county.
15 But conceivably, that had an influence.

16 I already talked to you about local cost area
17 factors moving around slightly because of the
18 calculation of FMR for at the tribal level being
19 population dependent. And then there were a few other
20 sort of highly technical issues that could have
21 contributed to changes.

22 I mean, I did my level best to keep it as constant

1 as it was, but one of the things that went on is we
2 allow very small area data, tract and county
3 subdivisions, to be used, and in a couple of cases,
4 they are. And we didn't get a county subdivisions
5 special tab.

6 So I had to do for that one tribe for a couple of
7 very tiny portions of its formula area, they're
8 estimated. If you end up deciding to put ACS in the
9 database, we'll make sure that we get that special tab
10 next time.

11 So to go back to the actual things that have been
12 posted on the Web site for a couple of weeks, we
13 probably should put them up there, just so you know
14 what the columns are. Why don't you go to Request 1?
15 It's the Excel spreadsheet.

16 (Pause.)

17 MS. CUCITI: All right. On this first Request 1,
18 you will get a narrative explanation, which sort of
19 runs through what I told you methodologically about how
20 we produced it. The next thing should match what I
21 gave you, except it also shows the actual CAS
22 allocations. These are regional totals.

1 And basically, you get the grant before repay
2 using ACS. That's the simulation with the new data,
3 the grant before repay base run. We really shouldn't
4 have said before repay, just the grant in the base run
5 is the '14 final with the data aged until 2010.

6 The percent change, then we give the needs
7 allocation, again simulation needs allocation in the
8 base, the percent change, the CAS allocation. I mean,
9 that really came first, but it's of less interest in
10 this particular exercise than the needs allocation so
11 it's over to the side.

12 The next tab is a slightly different way of
13 looking at it. No, the Sheet 1 maybe? Whoops. Oh,
14 that's the next one. I'm sorry. Go to the next
15 spreadsheet.

16 The next spreadsheet -- the first page is a
17 narrative explanation of what's there. The second page
18 gives you basically the same data that we had over in
19 the first request, except -- so this is TA Request 4.
20 It gives the information by tribe.

21 And what we've given you is the final needs data,
22 much like you would get on your formula response form

1 or your final notice of allocation for each of the
2 variables. And no, there's one tab. Detail by tribe,
3 start there.

4 So you actually have each needs variable with the
5 counts for your tribe shown. And that's the ACS base
6 data after it's gone through the machinations of the
7 formula. So it's ACS data that's gone up to formula
8 area, been allocated out if you are in overlap, after
9 the operations of the population cap.

10 We also give you the need allocation -- from the
11 ACS, the needs allocation in the base, the absolute
12 difference, the percentage change. What does that one
13 say? Oh, that's the next thing that's important to
14 know.

15 When we -- remember, we do two runs, one based on
16 single race and one based on multi-race. You get the
17 data that you get the run that's better for you. It's
18 telling you whether the needs data that was used is the
19 same concept of single or multi in both the simulation
20 and the base or whether it changed.

21 If you changed from single to multi or multi to
22 single, this is a harder set of tables to use because

1 the difference that's reported on the next sheet, the
2 detail -- the summary is reporting the difference
3 between the ACS and the base. If you use the same
4 thing, it's perfectly intelligible. It's a little more
5 confusing if it's shifted.

6 And then the same data is just given to you again.

7 It's not new, these final columns. It's the same as
8 on the prior sheet.

9 So now that I've probably totally confused
10 everybody, maybe we can untangle it with questions.

11 Do you guys -- Annette, do you want to do lunch,
12 or do you want to do questions now?

13 MS. BRYAN: So you guys' presentation, we have the
14 FirstPic. Who's here from ONAP? They're on the
15 agenda, too, or just part of a discussion?

16 MS. CUCITI: They're just -- they're going to
17 answer questions.

18 MS. BRYAN: Okay. And then HUD PD&R as well for
19 questions? Okay.

20 Is the committee ready for lunch? Okay. I will
21 say that, yes, thank you for the presentation. It's a
22 lot to digest, and we'll get some food and digest that

1 along with your information and maybe be able to send
2 some information to our brain and be able to process.

3 So we'll take a break. Our agenda has lunch from
4 12:15 p.m. to 1:30 p.m., and since we're almost at
5 12:15 p.m., I would propose we'll come back at 1:30
6 p.m.

7 Thank you. And we'll finish with the questions
8 and answers and finish this conversation after lunch.

9 Thank you, everybody.

10 Oh, can I make an announcement? Thank you, Jason.

11 There is a list of local places for lunch on the
12 registration table.

13 Thank you.

14 (Recessed at 12:10 p.m.)

15 (Reconvened at 1:31 p.m.)

16 MS. BRYAN: Is our presenter here? We can bring
17 her up front, and everybody get settled. I'm sure we
18 have lots of questions for our last presenters.

19 So I'm going to go ahead and call the meeting to
20 order. Where we left off before the lunch break was we
21 had a presentation by FirstPic, and now FirstPic, HUD,
22 and PD&R are here to answer our questions. Mindi?

1 MS. D'ANGELO: Yeah, PD&R is not here yet. But --
2 okay. So we're going to do, I guess, the same process,
3 Annette, where sort of informal call on where Sara is
4 keeping the list? Okay.

5 MS. BRYAN: Thank you.

6 (Pause.)

7 MS. D'ANGELO: So, no questions?

8 (Pause.)

9 MS. D'ANGELO: Annette, are we waiting for
10 questions while this gets sorted out?

11 MS. BRYAN: I would like to know if you guys have
12 any questions? Let's get started, and I see a tag up,
13 and I see two. Jason, Sami, and not in that order.
14 Sami first and then Jason.

15 MS. DIFUNTORUM: Thank you. I need clarification
16 on something that you said earlier, Peggy, and it was
17 in reference to the multi-race and single race counts.
18 You had indicated that single race numbers are too
19 high?

20 MS. CUCITI: In the base. In other words, the
21 growth factor caused them to go up -- in the base file,
22 the growth factor caused them to go up more than the

1 ACS data showed that they did go up.

2 So it's too high relative to the ACS. I don't
3 know what -- you know? And that's because, I think,
4 the IHS, when they were doing their population
5 projections starting after 2000, I think they were
6 actually trying to track the multi-race population to
7 use the more inclusive concept.

8 MS. DIFUNTORUM: Thank you.

9 MS. D'ANGELO: Jason was next.

10 MR. ADAMS: I guess my question -- Jason Adams,
11 Salish Kootenai, for the record.

12 I just wanted to -- in all of your slides, you
13 know, and especially the one slide that has the bell
14 curve as far as gainers and losers, I'm just wondering
15 if there could be a slide or a report, something that
16 shows it just appears -- and especially the change by
17 region kind of bears this out -- that the more rural
18 the tribe is, the more likely it is that they lose
19 money. And especially based on regions, Denver and
20 Phoenix, you've got a lot more rural tribes, and so
21 they are the big losers.

22 I'm just wondering if that was considered, if

1 there was any idea or thought put behind maybe a slide
2 that shows that? Because it looks like the data would
3 show that.

4 MS. CUCITI: Well, I don't have a simple way of
5 doing urban-rural with what I've got. I mean, we could
6 think about ways to assign geographies to that kind of
7 coding scheme. I could do it by size of tribe, either
8 arrayed by enrollment or grant amount, and we'd be
9 happy to do so if you want to request that.

10 MR. ADAMS: Well, I guess the point is, is that in
11 my opinion anyway, that we have a lot of in our region,
12 we have -- I can't speak for any other region. But in
13 our region, we have a lot of rural tribes, and those
14 are the ones that are the poorest tribes, and we have a
15 representative of the poorest county in the country is
16 in one of these situations. And they're a tribe that
17 loses money, and I can't understand why that happens.

18 MS. CUCITI: Well, in most of the cases when we
19 tried to look at the individual tribe results, you
20 know, we looked at those tribes that were losing the
21 most money, and almost always what it would come down
22 to is at the county level, I would look at county-level

1 population, its change, and the growth rate. Because
2 the growth rate is a population -- is a county-level
3 figure, and we simply had a growth factor in that was
4 higher than those areas experienced.

5 And so, I think what may be happening is in some
6 of the more rural areas, there was possibly
7 outmigration of population that the base didn't take
8 account of. It was growing the population in those
9 areas when, in fact, people might have been leaving.

10 MR. ADAMS: Okay. Thank you.

11 MS. D'ANGELO: Sami Jo?

12 MS. DIFUNTORUM: Thank you. I think my question
13 might actually be a TA request, but I'll go ahead and
14 throw it out there.

15 If when you were talking earlier about the amount
16 of current assisted stock funding compared to the
17 amount of needs funding, basically are more mutual,
18 more '37 Act units rolling out of the formula?

19 MS. CUCITI: Not in -- not in that comparison.
20 You know, we used exactly the same FCAS file. We ended
21 up with just this tiny fraction of less money going out
22 in needs because the cost adjustment factor changed for

1 some tribes. But it really was a tiny change. I don't
2 think that's --

3 MS. DIFUNTORUM: I wasn't quite done with the
4 question.

5 MS. CUCITI: Oh, I'm sorry.

6 MS. DIFUNTORUM: So the question is really,
7 overall, if '37 Act mutual help units are rolling out
8 of the count and the money funneling into the needs
9 part, and I guess that's probably a TA request?

10 MS. CUCITI: If you wanted to see some kind of
11 projection of how much money would go into needs as
12 FCAS is removed?

13 MS. DIFUNTORUM: Yes. Well, and how much FCAS has
14 been conveyed and removed out of the count. I think
15 that's more what I'm --

16 MS. CUCITI: Historically.

17 MS. DIFUNTORUM: Mm-hmm.

18 MS. CUCITI: That would be a TA request, and it's
19 certainly doable.

20 MS. DIFUNTORUM: Okay. Thank you.

21 MS. D'ANGELO: Sharon Vogel?

22 MS. VOGEL: Sharon Vogel, Cheyenne River Housing

1 Authority.

2 Peggy, after your presentation, I guess I was just
3 really discouraged that there's a lack of what I would
4 consider to be quality control in monitoring the
5 impacts of your formula runs. And I'm going to build
6 on what Jason had brought up.

7 I find it interesting that it's acceptable to
8 impact impoverished communities. In our region,
9 there's 32 tribes, and 23 of them take losses under
10 your formula run. Not small percentages either. You
11 know, we have Rosebud, whose loss is \$722,000. Fort
12 Peck, which is \$417,000. The Oglala Sioux Tribe,
13 \$400,000, and it goes on and on. Our tribe, almost
14 \$250,000.

15 And when you compare that loss and you look at the
16 level of poverty, you look at the level of
17 overcrowding, it just makes me question whether this
18 formula is meeting the statutory requirements of
19 providing housing to homeless or unsheltered or poor
20 Native Americans. Is that not what NAHASDA is all
21 about? And we are getting so far removed from it.

22 To lose -- and even for Navajo, Navajo is taking a

1 loss, and yet their need is obvious. It isn't just our
2 region. You look around as to who's taking these
3 losses, and what we're faced with every single day of
4 what we're faced to do, and that is to house
5 unsheltered Native American families. And I just don't
6 understand why there isn't an alarm that you would
7 allow in South Dakota 7 of the top 10 poorest counties,
8 Rosebud included, Oglala, Cheyenne River, that
9 cumulatively were over almost \$2 million.

10 I mean, to me, it is I question the formula. I
11 just question why this is being allowed to happen to
12 poor Native Americans.

13 MS. D'ANGELO: Sharon, your question about the
14 simulation is -- I mean, I guess I would answer your
15 question to say the simulation is based on a TA
16 request. It wasn't based on what the formula is going
17 to do after this rulemaking.

18 MS. CUCITI: It's a policy question you're
19 raising.

20 MS. VOGEL: No, it isn't a policy question. It's
21 a formula question. The formula is supposed to be
22 designed around the statutory requirements, really

1 simple. And when you are not taking into consideration
2 what the statute requires you to fund based on need,
3 then there's something wrong with the formula.

4 And I haven't even started about, you know, the
5 ACS data. I will address the ACS data in a later
6 question.

7 MS. D'ANGELO: Jack?

8 MR. SAWYERS: The reason you didn't see me is
9 because I'm so little.

10 (Laughter.)

11 MR. SAWYERS: Is there any way to take that from
12 the county? The problem is with large land-based
13 tribes, they are pushed in with the counties. And the
14 county may be doing really well, but the tribe itself
15 is not doing well. And their dynamics are not the
16 same, not even close to the same.

17 And even in our area where we're a small tribe in
18 communities, but the dynamics in our tribe are much,
19 much different. And I'm just saying that there has to
20 be some way to distinguish between the county and the
21 tribe because that's one of the problems with big land-
22 based tribes.

1 MS. CUCITI: We do remember that in the database
2 the needs that will accrue to the tribe are, in fact,
3 the needs that are shown on Indian land or non-Indian
4 land, if that has been included as part of your formula
5 area.

6 If non-Indian land has been included as part of
7 your formula area, you can request a simulation to see
8 whether you would be better off restricting your
9 formula area to your Indian lands. Sometimes that
10 happens. So at the level of an individual tribe, you
11 can examine that.

12 Where the problem arose, if there was a problem,
13 is that we were applying a growth factor that was
14 county-level data and -- based on county-level data,
15 and therefore, in potentially increasing the counts of
16 needs each year in the formula that at least based on
17 the census didn't happen. That some of those areas
18 were losing population.

19 And even if the rate of poverty was increasing,
20 maybe the counts of households that were poor actually
21 were going down, and therefore, the share of national
22 needs went down. So, and but that wouldn't have been

1 picked up by the growth factor that was being used over
2 the years since the last census.

3 MR. SAWYERS: But the growth factor probably is
4 closer in the land-based tribes, but in the county
5 itself, there would be a difference because in the
6 poorest county, people who are mobile can leave. But
7 folks on land-based tribes can't leave and don't leave.

8 So, consequently, you're counting something I think
9 that doesn't exist.

10 You know, if your population is the whole county,
11 it's -- but it usually isn't. And so, if you're in a
12 poor area, folks are going to move, but not the tribal
13 -- not the tribal people. And so, that was my point is
14 can we find a way not to count counties and count
15 tribal areas? Maybe that's for --

16 MS. CUCITI: For most tribes, it is just their
17 tribal areas that are being reflected in the needs
18 counts.

19 MS. D'ANGELO: Aneva?

20 MS. YAZZIE: Thank you. Aneva Yazzie, Navajo
21 Housing.

22 I would agree with, you know, when you look at the

1 need, and I see the commonality in the Denver and
2 Phoenix offices where you have a large aggregation of
3 large land-based tribes. That seems to be common.
4 Therefore, the needs should correlate to that. And so,
5 I would agree there's something with the data.

6 I would like to ask for a simulation of the --
7 exactly that, to use a county -- county level for
8 population, and there's this assumption that that might
9 be through outmigration of people in those respective
10 counties. I would like to see simulation of those
11 areas for the tribes, the large land-based tribes, and
12 I guess that's Phoenix and Denver where you're seeing
13 some negative adjustments on the runs, what that --
14 what would look like.

15 And you're saying that and as Jack is saying, how
16 -- what is the disparity when you're using county
17 population relative to tribal population or tribal
18 counts in those respective counties? Is there -- and
19 as Jack is requesting, can we run a simulation that
20 would show tribal and nontribal counts in those
21 respective counties for Phoenix and Denver?

22 MS. CUCITI: Do you mean populations in tribal

1 areas?

2 MS. YAZZIE: Right.

3 MS. CUCITI: Versus population on fee simple land?

4 MS. YAZZIE: Right. And then, and then how you
5 applied that growth factor in each of those respective
6 counties that would, I guess, factor in to what the
7 numbers we're seeing now with the decreases of the
8 various tribes.

9 I mean, I guess what I really wanted to see is
10 what are the determinants in this whole process of the
11 runs, such that what are those attributable factors, I
12 guess, that's causing that reduction? And while we're
13 talking about potentially outmigration, is that true?
14 I mean, I know that a lot of our tribal members have
15 nowhere to live, I mean, and it's just on the
16 reservation, just as what Jack had described.

17 MS. CUCITI: Well, remember there's another
18 general statistic that was highlighted in the needs
19 presentation last time, which is that single race
20 populations, the AIAN alone populations in general are
21 going up less rapidly than the multi-race population.
22 So that's just something to think about. And some of

1 the more land-based tribes often have the single race
2 or have many more of their members are identifying on
3 the single race measure.

4 I can distinguish, to some extent, how the -- what
5 the growth looked like for those parts of formula area
6 that are Indian land -- so that's what the census
7 defines based on tribal input as reservation and trust
8 lands, plus the Native villages -- from those parts of
9 formula areas that are what we call balance of county,
10 so the non-Indian lands, and look at the change in the
11 needs factors on those two types of land.

12 But it's all formula area. Otherwise, we're not
13 looking at it in any of this. There may be adjacent
14 counties to your reservation, for example, that are
15 nobody's formula area. So if there were migration out,
16 it's just not being picked up.

17 MS. D'ANGELO: And I just want to reiterate the TA
18 request process. You know, we can answer questions
19 about whether or not we can do something, but at the
20 end of the day, the TA request process is filling out
21 the form and submitting it to Glenda Green. So --

22 MS. CUCITI: Oh, right. I won't start any

1 simulations or TA --

2 MS. D'ANGELO: I just want to make sure that that
3 was clear with the committee.

4 MS. YAZZIE: Thank you.

5 MS. D'ANGELO: Sandra?

6 MS. HENRIQUEZ: I just wanted to respond. It's a
7 little out of kilter now. But I wanted to respond to
8 something that Sharon said, and that is, Sharon, you
9 kept emphasizing don't you think that the formula ought
10 to change, as if it's a FirstPic question. They simply
11 do the runs. They simply look at the data.

12 And I thought that why we are here is to really
13 think about what the pure runs show us, what they don't
14 tell us, and that should then inform what you all want
15 to do with regard to changing the policy, which then
16 change the formula. So I just want to make sure we
17 keep that all in perspective.

18 The numbers are the numbers, pure and simple. Or
19 maybe not so simple, but the numbers are the numbers,
20 with all the factors in and out. But what we do with
21 them, what we decide about the policy based on what
22 they say, what those numbers say, rather, and then how

1 we then change policy and have another run done to see
2 what the new policy or how a new policy would impact
3 those numbers, is really the nuts and bolts of all this
4 stuff.

5 So I want to just make sure people understand it's
6 not FirstPic and any policy. It's our policy that we
7 collectively get to.

8 MS. D'ANGELO: Thank you. I see Carol.

9 MS. GORE: Carol Gore. I just want to maybe
10 qualify AJ's question to say that formula area in
11 Alaska may not be defined in the same manner as
12 reservations and counties and that sort of thing. So I
13 just want to make sure that the TA request is inclusive
14 of the formula area that's in the regulation so that it
15 is really an apples-to-apples.

16 So that's just a request of you, AJ. Thank you.

17 MS. D'ANGELO: Oh, sorry. Sharon?

18 MS. VOGEL: Yes. And thank you. I apologize if I
19 come across as holding FirstPic responsible. I know
20 that they are the -- yeah, they are the number people.

21 But I am -- as frustrating as it is to see the
22 numbers, you know, we really have to stay away from the

1 dollars and cents. But this really was a reality that
2 just really reaffirmed that when you don't have good
3 data, that you're going to, you know, have problems.
4 And when the right questions aren't being asked to get
5 the right data, then you are going to have problems.

6 So, you know, this whole run, simulated run really
7 puts pressure on the committee here to do what's right
8 to make sure that we follow the statutory requirements,
9 and if we fail at that, then it's a complete disservice
10 to the people that are depending on these funds to get
11 housing.

12 Thank you.

13 MS. D'ANGELO: Gary? Oh, I'm sorry. Aneva?

14 MR. COOPER: Actually, after visiting with AJ, it
15 brings up a really good question. Is there someone
16 here from Census who can maybe answer something related
17 to ACS?

18 MS. D'ANGELO: Yeah, Mr. Treat is still here.

19 MR. COOPER: Okay. I think my biggest question
20 is, and it may help a lot of us here, is what address
21 database or address information do they use? Because I
22 know in our area, a lot of our folks do not have -- a

1 couple of our counties do not have a physical -- we
2 call them 911 addresses, but physical street addresses.
3 They use rural routes and things of that nature, P.O.
4 boxes.

5 Visiting with AJ, that's some of the folks down in
6 her area, too. So I'm wondering if that may have an
7 impact on some of this data?

8 MS. D'ANGELO: I think Mr. Treat is going to take
9 that.

10 MR. TREAT: Yes, I am. Jim Treat, Census Bureau.

11 So for the American Community Survey, we use the
12 master address frame that's maintained by Geography
13 Division in the bureau. The addresses -- the units
14 that are listed in the frame have multiple types of
15 addresses.

16 So we have E911 or what we call city-style
17 addresses, 123 Main Street kind of addresses. We also
18 have rural route addresses in there as the
19 representation of the unit, and we also have I'll say
20 less than rural, which are descriptor kinds of
21 addresses, where it might say 3 miles from the
22 intersection of two roads, yellow house with red

1 shutters. So it's a wide range of addresses.

2 The Master Address File maintains multiple
3 addresses. So if we have a city-style, a rural route
4 where it was converted to E911, as well as we have
5 descriptor information, we have all of those kinds of
6 pieces of information.

7 As part of the 2010 census, there was extensive
8 address updating in preparation for the 2010 census.
9 We have leveraged that updating through that process,
10 and the Geography Division goes through twice a year
11 and gets address updates from the United States Postal
12 Service that feed into the address frame on an ongoing
13 basis, that we capture those.

14 Also, when we go out and do interviewing in the
15 field and we actually do a personal interview, if we
16 come to a unit for the ACS and we find out there is an
17 address update at the time of the interview, we can
18 capture those address updates and feed them back into
19 the Master Address File.

20 It also includes the spatial database, the TIGER
21 system, which is the mapping, the mapping structure
22 that we use to go out and actually get to the physical

1 location of where those addresses are.

2 MR. COOPER: Okay. Thank you.

3 MS. D'ANGELO: Aneva?

4 MS. YAZZIE: I'm sorry. That was my question. We
5 were side-barring here. Thank you.

6 MS. D'ANGELO: Okay. Carol?

7 MS. GORE: Yes, just quickly. I want to make sure
8 that I understand this. So, Peggy, when you presented
9 this, you presented this as a simulation that you've
10 done your best effort to make sure it's apples-to-
11 apples. You have a couple of special tabs that you
12 don't have access to?

13 MS. CUCITI: Oh --

14 MS. GORE: So you've got a few little patches --

15 MS. CUCITI: -- I had one tribe that had added
16 formula area based on county subdivisions, and we just
17 didn't -- by accident really didn't get the county
18 subdivision tab because that formula area didn't exist
19 when we did the tab request.

20 It's very tiny. And so, instead, I just took a
21 proportion of the county figure that those county
22 subdivisions represented, but it really should not have

1 any significant impact on anybody else.

2 The other kinds of technical issues might be, and
3 this is an Alaska example, say, there was a Hoonah,
4 Angoon, Skagway borough in the 2000 census. Skagway's
5 formula area was the balance of that borough. There
6 are now two boroughs and some new lines, actually. So
7 Hoonah got Hoonah, Angoon got Angoon. I gave Skagway
8 the balance of Hoonah-Angoon as well as new lines which
9 appeared, which were Skagway and Skagway municipality.

10 Some of those kinds of decisions probably could be
11 reviewed by people who are closer on the ground to make
12 certain that there weren't better choices in those
13 circumstances to make it align with what is appropriate
14 formula area.

15 And the other possible issue in Alaska, the way I
16 built the file was I took ANR, the regional corporation
17 totals, which are reported as a separate summary level.

18 Took those totals, and I subtracted out the villages
19 that are identified as being part of those regional
20 corporations. I honestly can't tell exactly what was
21 done in 2003 when the file was built last time because
22 regional corp. boundaries don't match borough

1 boundaries in several instances, and whether they tried
2 to build up from balance of borough, I just don't know.

3 So I can't be absolutely certain that there wasn't
4 some noise introduced there, and it could account for
5 some of the percentage changes in needs for some of the
6 regional corporations. But these were typically the
7 regional corporations that had very low needs. I mean,
8 it's not low needs in the broad territory, but the
9 needs are being carried at the village level.

10 MS. GORE: Thank you. Actually, my question was
11 more this is very complex, and I guess what I'm asking
12 is this is just a simulation that has -- you've done
13 your very best to put together really two different
14 datasets to try to give us a best guess of the impact
15 of ACS.

16 And I just wanted to be clear about that so I knew
17 what, as a committee, we could really consider was
18 factual and what was really maybe a little mushy --

19 MS. CUCITI: I mean, most of the database meshes
20 cleanly.

21 MS. GORE: Okay. Thank you.

22 MS. D'ANGELO: I don't see any more questions.

1 Oh.

2 MS. VOGEL: I don't have a question, but before
3 you close the discussion, our regional organization,
4 UNAHA, did adopt a resolution that I would just like to
5 share and enter in that we do oppose the use of the
6 American Community Survey data in the IHB formula and
7 that we support a mandate for the inclusion of tribal
8 enrollment data in the formula allocations.

9 And I realize -- and I'm not asking for any
10 committee action on it or anything, but I was asked to
11 do this. So I am so entering the resolution of
12 opposition.

13 Thank you.

14 MS. BRYAN: Thank you. Other questions while we
15 have this exciting data up on the screen and people who
16 want to answer our questions? It's a lot to take in.

17 So I want to thank you all for going along with us
18 this far, and I think I would like to thank you all for
19 -- the presenters for being available, for giving us
20 your presentations and for answering our questions.

21 Now I wanted to do a couple of logistics. This
22 isn't on the agenda, but I've had -- we have a few

1 alternates around the table. Welcome. And we will
2 have more alternates as the meeting goes through.

3 Originally, before we had adopted the protocols
4 and charter, there was some guidance as to giving a
5 resolution to HUD. What we adopted in the protocols
6 was that you would put your -- you, the member, would
7 put your request in writing to the co-chairs and state
8 the person who's going to represent you and the length
9 that they're going to represent you for under your
10 signature. So please follow that process, per the
11 protocols, and that's how that's going to happen.

12 Also, Cinda from the U.S. Census Bureau gave me
13 some cards. They're on the table right back here. So
14 if you want to contact her, she has offered that.

15 From here, I would like to -- I've gotten feedback
16 from my region that we would like a regional caucus.
17 So that's where we are on the agenda. And thought
18 these questions would take longer, but lunch seems to
19 have put everybody in a sleepy mood.

20 So how long do we need for the caucus? May I have
21 suggestions so that I can call for that, and then we're
22 going to break into workgroups. Thirty minutes?

1 Forty-five minutes.

2 Okay. So where would that leave us to start our
3 workgroups? 2:50 p.m. So let's break into caucuses.
4 We're going to do that for 45 minutes, and then the
5 workgroups will start at 2:50 p.m.

6 And so, we'll need to turn this meeting over to
7 the facilitator or FirstPic to let us know where we're
8 going to be and where we can caucus -- and those are up
9 on the screen up there -- and then where our workgroups
10 are going to be.

11 Thank you.

12 (Recessed at 2:06 p.m.)

13 (Reconvened at 4:49 p.m.)

14 MS. BRYAN: All right. We're going to open up the
15 meeting. This portion of our meeting is for public
16 comments. So we appreciate those of you who came to
17 observe and participate in the workgroups, and we
18 appreciate you coming and we would like to hear if you
19 have anything to say for the record.

20 This lovely gentleman in the red tie has a
21 microphone. Please state your name and where you're
22 from for the record, and we'll open it up.

1 Thank you.

2 (Pause.)

3 MS. BRYAN: We scared them away. Is there
4 cookies? For the record, there are no cookies.

5 (Pause.)

6 MR. DOLLARHIDE: For some of you folks that have
7 just come in, we are in the public comment section of
8 the agenda. If you do have public comments, the
9 gentleman in the red tie with the microphone will be
10 glad to give you the floor. All we ask is you state
11 your name and where you're from for the record, please.

12 MS. BRYAN: We're going to leave this open for
13 public comment, but while people are thinking about
14 what they might want to say, I thought I'd allow the
15 workgroup, if they have anything to say. Because we're
16 going to, instead of meeting here in the morning, just
17 break right into workgroups.

18 Needs workgroup, did you have a small report?

19 MS. DIFUNTORUM: Yes, thank you. Sami Jo
20 Difuntorum.

21 The needs workgroup met and took the two lists,
22 and actually, we created a third list from the matrix.

1 There were issues that were not assigned to either
2 FCAS or needs that will need to come back to the
3 committee, and the full committee can decide where that
4 work goes. And then we looked at the two subgroups,
5 and we prioritized the top two issues for each one, and
6 that will be the starting point tomorrow.

7 We're going to generate an agenda that will be
8 available tomorrow so that everybody knows what we're
9 talking about, the issues that we're looking at and
10 when. So they'll have the opportunity to participate.

11 Workgroup 1 is going to be the statute, the
12 statutory intent of NAHASDA and data source. Those are
13 the two items tomorrow. Workgroup 2 is minimum funding
14 and definitions.

15 And that's really it. I thought we were going to
16 come in, in the morning, do an opening prayer? No?
17 Yes, if not, then hopefully somebody will do a prayer
18 in our workgroups. So, yeah, we will need it.

19 And we did have one -- well, actually, a handful
20 of issues that we're going to need to figure out as a
21 committee if there's going to be a third workgroup or
22 not, the other workgroup, because there are a number of

1 issues that may filter over to that at some point. And
2 that's it.

3 Carol, would you like to add anything?

4 MR. ADAMS: As far as the -- Jason Adams, Salish
5 Kootenai Housing Authority.

6 As far as the FCAS workgroup, we got started back
7 in our session here this afternoon, and one of the
8 things we did was kind of backtrack and review where we
9 were back in September, trying to catch up and, you
10 know, dust off the memories of where we were at and try
11 to catch up on moving forward.

12 We reviewed the matrix because there were some
13 issues there on the one document that was put out as
14 far as the matrix. Some of those issues weren't
15 addressed. We went back and made sure we covered those
16 issues.

17 Then we made sure and opened the floor up to the
18 workgroup members if there was new issues that we
19 wanted to address, and we did have some discussion on
20 those type of issues. But a lot of those discussions
21 fell into issues that were currently being discussed
22 and were addressed in the matrix previously.

1 Then we had a discussion on ordering of the issues
2 that remained, and as of this afternoon, we have nine
3 issues that we've boiled all our work down into -- nine
4 areas, I should say, not specifically issues. There's
5 going to be a lot of issues under some of these areas.

6 But we've got these nine areas, nine items that
7 we're going to start tackling and we actually started
8 on this afternoon. And we reprioritized those issues
9 with the idea of possibly having some low-hanging fruit
10 kind of issues that we would want to come back to the
11 committee potentially by the end of the week to
12 negotiate on through the full committee.

13 So we wanted to put that on the table, with the
14 issue of having Sandra Henriquez here as our last
15 meeting with her and possibly memorializing some of
16 this work with her on some of these low-hanging fruit.

17 So that was kind of the idea there.

18 We do have nine issues, nine areas that we're
19 going to cover. Those nine areas are NAHASDA assisted
20 units. Wait a minute. We reprioritized these. Sorry.

21 The issue that we're going to address these issues
22 is review of all regulations under Subpart (D) and any

1 statutory changes, if not otherwise covered. We began
2 that work this afternoon.

3 Number two that we're going to address is the data
4 challenge procedures, and number two and number three
5 have carryover effect from FCAS and needs, and so we
6 wanted to get some of those issues off the table right
7 away because we are going to have to communicate with
8 the needs workgroup on these issues. And data
9 challenge is one of those.

10 The next issue is continued use of FCAS factors
11 and definitions, defining TDC and AEL and some of those
12 other definition issues under FCAS.

13 Then the next item is the regulation at 306(c).
14 It's Section 8 units and the life of Section 8 units
15 under the FCAS formula. So we're going to have that
16 discussion.

17 The next item we're going to address is recipients
18 of FCAS money, but have no needs. We want to address
19 that issue and see if there is some changes that need
20 to be made there.

21 Next item would be put a time limit on grantee
22 expenditures. We're going to discuss that issue.

1 Number seven is statutory Section 302(c) as it
2 pertains to FCAS funding, not overall funding.
3 Specifically, administrative capacity to spending FCAS
4 money. Now this issue does carry over to needs also
5 because it's in that section that says "other issues
6 that can be considered" for the statutory language
7 there. So we're going to address that issue and
8 hopefully have maybe some shared work with needs on
9 that issue.

10 Number eight is HUD processes/practices that could
11 be in conflict with proposals. We're going to take a
12 look at the HUD guidances and notices on making sure
13 that we're -- if there's conflicts there, and we know
14 there is, to get those straightened out.

15 And then the last item, and certainly not the
16 least, but we figure it's going to take a lot of our
17 time. We're going to spend a lot of time on is the
18 NAHASDA assisted units and defining that and
19 categorizing that under the formula if that's
20 considered.

21 So those are the issues we are looking at
22 addressing in the days ahead, including the finish of

1 this week and the next meetings to come. So that's
2 really where the FCAS workgroup is.

3 Thank you.

4 MS. BRYAN: Thank you, Jason.

5 We have the man in the red tie who would like to
6 know if anyone in the public has any comments for the
7 record?

8 (No response.)

9 MS. BRYAN: We'll provide this opportunity each
10 day that we meet for you all to come up and provide
11 your comments for the record.

12 So, at this time, we have summary of day one and
13 plan for day two. We did just go over what the
14 workgroups covered. We did get started and did get our
15 workgroups done.

16 We'll have a better report-out tomorrow after the
17 workgroups have some time to really do some work and
18 dig into the things they've agreed to work on today.
19 The plan for day two is we will open up, convene right
20 at 8:30 a.m. sharp with an opening prayer, and then get
21 right to work in workgroups.

22 Any other comments for the good of the order?

1 (No response.)

2 MS. BRYAN: Okay. Hearing none, I would like to
3 ask Leon to do a closing prayer for us today, and then
4 we'll adjourn our meeting.

5 MR. JACOBS: We thank you, Lord, as we enter your
6 courts with praise for a good day, for the leadership,
7 the guidance that we have enjoyed today, doing the work
8 that is important to the tribes throughout the country.

9 We ask for your blessings on the folks back at
10 home while we're away doing this business each day, and
11 we ask that you give us grace and good times tonight,
12 and bring us back tomorrow with the same spirit that we
13 enjoyed today.

14 In the name of Jesus, amen.

15 MS. BRYAN: We are adjourned.

16 (Whereupon, at 5:03 p.m., the meeting was
17 adjourned.)

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