

UNITED STATES DEPARTMENT OF LABOR

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NATIVE AMERICAN EMPLOYMENT
AND TRAINING COUNCIL

+ + + + +

MEETING

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TUESDAY
FEBRUARY 11, 2020

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The Federal Advisory Council met in
Room C-5515, Frances Perkins Building,
Washington, D.C., at 9:00 a.m., Athena Brown,
Designated Federal Official, presiding.

PRESENT:

DARRELL WALDRON, Region 1 & 2, Chair
JACOB BERNAL, Region 6, Vice Chair
KIM KANIATOBE CARROLL, Other Disciplines,
Secretary
CHRISTINE CAMPBELL, Region 5
LORA ANN CHAISSON, Region 4
TINA FARRENKOPF, Region 4
PATRICIA HIBBELER, Region 6
JOE HOBOT, Region 5
MATTHEW LAMONT, Other Disciplines
CANDACE LOWRY, Region 3
ERWIN PAHMAHMIE, JR., Region 4
JOSEPH QUINTANA, Region 6
KAY SEVEN, Other Disciplines
MICHAEL TUCKER, Region 6 Alaska
WINONA WHITMAN, Region 6

ALSO PRESENT:

PATRICK PIZZELLA, Deputy Secretary of Labor

ATHENA BROWN, Designated Federal Official

DUANE HALL, DINAP Subject Matter Expert

JENNIFER WHITMORE, DINAP

**MINETTE C. GALINDO, U.S. Department of Health and
Human Services, Indian Health Service**

**CAROLYN JONES, Office of Disability Employment
Policy**

VANESSA J. MYERS, Office of Legal Counsel

VICTORIA VASQUEZ, Tribal Tech, LLC

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1 P-R-O-C-E-E-D-I-N-G-S

2 9:07 a.m.

3 MS. BROWN: So before we start, we'll
4 start out with a blessing. So unless I have any
5 volunteers, I'll go ahead and give the blessing.

6 (Blessing)

7 MR. WALDRON: Nice job.

8 MS. BROWN: Thank you. Well thank
9 you, and welcome to Washington, D.C. Before we
10 start, I'll go over a few housekeeping items
11 because I know how important it is to know where
12 the restrooms are. The bathrooms are located, if
13 you go out these doors into each of the hallways,
14 they're at the end of each one of these hallways.
15 There's one on that end and one on the other end,
16 so the north side and the south side.

17 I would ask that you turn your phones
18 on mute and forgive me because I'll be turning
19 mine on mute shortly. And then we have dropdown
20 microphones in the room. So the microphones are
21 not located on the table. Hopefully, you know,
22 we'll speak loud enough and clear enough that

1 everybody can hear for our court reporter.

2 We also have WiFi in the room, and
3 I'll have Duane go over the WiFi. Duane.

4 MR. HALL: Yeah. So if you look on
5 your phones, and sorry folks, this the best we
6 can do. I don't know if you're getting cell
7 service here. But if you go to your settings,
8 there is a WiFi that says ENT, ENT_guest. If you
9 click on that, what you have to do is you have to
10 send a password to your email. At the bottom it
11 says don't have a guest account? Click here to
12 get started.

13 You click on that, you send yourself
14 -- it will send you an email with a password.
15 That's the best we could do. We tried
16 everything. So if you need WiFi, that's the way
17 you get it. If you have any questions, see me.

18 MS. BROWN: Thank you, Duane. So a
19 warm welcome to everybody, to the first meeting
20 of the Native American Employment and Training
21 Council since it's been established under
22 Secretary Scalia. So we're really pleased. I'm

1 particularly pleased to have a Council in place
2 and to have all of you here in Washington, D.C.
3 I know that we're going to have a productive
4 meeting.

5 We have a lot of follow-up from our
6 last meeting, so much of my report will be going
7 over an update of everything that's been going on
8 since our last meeting, because we've had over
9 -- our last meeting was held in 2018. So we have
10 all of 2019 and you know now in 2020.

11 So the other thing is please note that
12 I inadvertently sent out the wrong minutes
13 through email. So I've replaced the minutes in
14 your package to reflect the most current minutes
15 from the April 24th, 25th, 2018 meeting. But
16 again, I'll be going over an update of all of
17 those items in that -- in those minutes during my
18 DINAP report.

19 I also thought it would be helpful if
20 I included a copy of the letter with the
21 recommendations that were sent from the chair of
22 this Advisory Council to the Secretary of Labor

1 with the recommendations that were passed during
2 that meeting. The Department of Labor responded,
3 and I will provide everybody with a copy of that
4 response from the Secretary of Labor as well, and
5 Duane has those copies. He'll hand them out.

6 Yes, just hand them out. I'll keep talking.

7 Lastly, we've had a lot of changes in
8 senior leadership in the Department of Labor as
9 you know. We have a new Secretary of Labor
10 replacing Secretary Acosta. You'll have the
11 opportunity during this meeting to talk to the
12 senior executive officials. They will be here to
13 present and to hear your ideas and probably ask
14 you questions.

15 So give some thought about, you know,
16 things that you want to bring to their attention.
17 We'll also have invitees from other offices that
18 want you to be aware of initiatives in the
19 Department of Labor and to share those
20 initiatives. Again, you're representing all of
21 the grantees from your respective regions and
22 from other disciplines.

1 So whatever you get out of this
2 meeting, I hope that you find some way to share
3 that with your constituents back home.

4 We have a lot of commonalities in our
5 work with the other offices that we share within
6 the Office of Workforce Investment. So during
7 the agenda, you'll see where we're having other
8 people outside of the federal agency, from Indian
9 Health Service, that will be here to talk a
10 little bit about some other initiatives going on
11 in other federal agencies.

12 We will -- I'm very pleased to
13 announce we'll have Tara Sweeney, who is the
14 Assistant Secretary from the Department of the
15 Interior, to provide an update on what's going on
16 with the Public Law 102-477 program, and it's --
17 you know, there's a lot of exciting changes
18 happening now where that initiative has been
19 opened up to all 12 agencies for federal -- all
20 federal agencies for participation of those
21 plans, should the tribes desire to include them
22 in their plans.

1 But it's an MOA. A memorandum of
2 agreement was signed in December of last year,
3 and the Department of the Interior is still
4 trying to work on hashing out those details.
5 They had a listening session that I attended
6 yesterday at the National Congress for American
7 Indians at the Capitol Hilton.

8 It was very interesting to hear the
9 tribal comments and, you know, I'm sure she'll be
10 providing you with an update of all of that.

11 I'd also like to announce that these
12 meetings are open to the public. They are
13 published in the Federal Register and they are
14 recorded. So we have a court reporter here. As
15 you know, because I sent all this information out
16 in the packets, this meeting is subject to the
17 provisions of the Federal Advisory Committee Act,
18 which is known as FACA.

19 We have a committee management officer
20 here in the Department of Labor, and she oversees
21 the work of all of the advisory committees here
22 in the Department of Labor. So I'm just one of

1 many, and I'm required to report on a monthly
2 basis to her anything going on with the advisory
3 committees.

4 I'd like to remind everybody that
5 these meetings are conducted by a chairman, and
6 we will have the nominations and selection of a
7 chairman, a vice chairman -- I shouldn't say
8 chairman -- chairperson, a vice chairperson and a
9 secretary a little later on the agenda this
10 morning. Once we have that, those selections, I
11 will be turning the meeting over to them to
12 chair.

13 Right now, as the Designated Federal
14 Official, I will chair this meeting until that
15 happens.

16 We're also going to have an ethics
17 review by our Solicitor's Office, who will come
18 in here and talk to the committee on all the do's
19 and don'ts of federal advisory committees in
20 their capacity. So feel free to ask lots of
21 questions of what can I do and what I can't do.

22 Also, be advised that since we have,

1 you know, this is a public meeting. We can have
2 invited guests, I was actually going to try to
3 announce or send a blurb to Ian Record, so he
4 could announce it at National Congress of
5 American Indians.

6 But let Carl Duncan know. Carl's not
7 here right now but Courtney is here, and if you
8 have -- if you expect any guest that might be
9 coming in and they have to sign in, they're going
10 to call up somebody and ask, you know, to be
11 escorted up.

12 During these meetings, the chair will
13 recognize the council members that desire to
14 speak or have something to say, and we ask that
15 prior to stating your name, prior to talking that
16 you state your name clearly, the region or
17 discipline that you represent, and those of you
18 who are on the Council you probably know this
19 practice. But for those of you who are new,
20 since we do have a court reporter we want to know
21 who's speaking.

22 These meetings -- just to FYI, these

1 meetings are -- copies of the transcripts are
2 maintained at the Library of Congress, as is
3 required of all federal advisory committee
4 meetings.

5 So there's a historical record
6 maintained there, and as a Designated Federal
7 Official I'm required to also make sure that any
8 recommendations coming forward from the Advisory
9 Council, the formal recommendations that are
10 shared with the Secretary of Labor and other
11 offices here, that I'm required to send those
12 over to the Library of Congress as well.

13 So that any member of Congress, any
14 member of the public can actually go in there and
15 do a search of records any time they want to
16 obtain a copy of these minutes or the
17 recommendations that have been put forward from
18 this Council, including from Congress. I'm
19 required to also maintain an annual report that
20 is submitted to GSA on the costs that it takes to
21 maintain this Council.

22 And so like if Congressional members

1 have an inquiry like how many, you know, what are
2 the costs of all the federal advisory committees
3 to the government, you know, they can -- they can
4 look that up.

5 At certain points if -- you know,
6 those that are guests in this room, the chair can
7 call on those guests and others outside of the
8 Council to speak. But we also ask that those
9 individuals state their name for the record and
10 their affiliation or the purpose. With that, I
11 will start and facilitate this meeting until we
12 elect a new chair, vice chair and secretary.

13 I would like to thank Gary Rickard,
14 our former chair, who is unable to be with us
15 today. He had to call and cancel yesterday
16 because of an emergency. But he will continue to
17 serve on this Council, so I'd like to thank him
18 for his service. He did a really good job the
19 past two years. Okay. So with that, I call this
20 meeting to order, and I'm going to conduct a roll
21 call. I'm just going by alphabetical order.
22 Region 6, Jacob Bernal.

1 MR. BERNAL: Here.

2 MS. BROWN: Region 5, Christine

3 Campbell.

4 MS. CAMPBELL: Present.

5 MS. BROWN: Other Discipline, Kim

6 Carroll.

7 MS. CARROLL: I'm here.

8 MS. BROWN: Region 4, Lora Ann

9 Chaisson.

10 MS. CHAISSON: Here.

11 MS. BROWN: Region 4, Tina Farrenkopf.

12 MS. FARRENKOPF: Here.

13 MS. BROWN: Region 6, Patricia

14 Hibbeler.

15 MS. HIBBELER: Present.

16 MS. BROWN: Region 5, Joe Hobot.

17 MR. HOBOT: Present.

18 MS. BROWN: Did I pronounce that

19 correctly?

20 MR. HOBOT: Hobot.

21 MS. BROWN: Hobot, thank you. Other

22 Disciplines, Matthew Lamont.

1 MR. LAMONT: Here.

2 MS. BROWN: Region 3, Candace Lowry.

3 MS. LOWRY: Here.

4 MS. BROWN: Region 4, Erwin Pahmahnie,
5 Jr.

6 MR. PAHMAHMIE: Here.

7 MS. BROWN: Region 6, Joseph Quintana.

8 MR. QUINTANA: Present.

9 MS. BROWN: Region 2, Chief Anne
10 Richardson. Region 6, Gary Rickard. Other
11 Disciplines, Kay Seven.

12 MS. SEVEN: Present.

13 MS. BROWN: Region 6, Michael Tucker,
14 Alaska.

15 MR. TUCKER: Here.

16 MS. BROWN: Region 1 and 2, Darrell
17 Waldron.

18 DW Correct.

19 MS. BROWN: Region 6, Hawai'i, Winona
20 Whitman.

21 MS. WHITMAN: Here.

22 MS. BROWN: We have a quorum, thank

1 you. So I have included a copy of the minutes
2 in packet, and I know it's been a while since we
3 had the last meeting and they're going to be
4 rather lengthy. So unless there's any of the
5 council members who note that there are any
6 required changes in the minutes.

7 MS. WHITMAN: I'm sorry about the
8 minutes. But Winona Whitman, Hawai'i. I just
9 wanted -- I don't have any changes in the
10 minutes, but the address on the list of the
11 members.

12 MS. BROWN: Okay. Thank you for
13 bringing that up. Winona indicated she has a
14 change of address on our list of addresses that
15 we provided in the packet. If any of you have a
16 different phone number or a different address
17 listed on this sheet, please note it and turn it
18 in to me, and I will make sure that we make those
19 changes. Winona, I apologize.

20 We have a problem with version control
21 in our office and we've made numerous changes
22 correcting some of the addresses, but for some

1 reason keep coming up with different addresses.
2 So please note those and turn those changes in to
3 me. Thank you.

4 MR. WALDRON: Madam Chair, if there
5 are no corrections, I'll make a motion to approve
6 the minutes.

7 MS. BROWN: Thank you, Darrell.

8 MR. BERNAL: I second.

9 MS. BROWN: Name? Jacob Bernal
10 seconded the motion. Darrell Waldron made the
11 motion to accept the minutes.

12 MS. BROWN: Questions? All in favor
13 of accepting the minutes, show your hands, raise
14 your hands?

15 (Show of hands.)

16 MS. BROWN: Any objecting? Motion
17 passed unanimously. Thank you, minutes approved.
18 So I passed out or Duane passed out a copy of the
19 -- of the motions that were -- the
20 recommendations coming from the Council during
21 the last meeting, and I want to just go over the
22 status of that. Can I get a copy of that?

1 MR. BERNAL: Madam Chair?

2 MS. BROWN: Jacob.

3 MR. BERNAL: Jake Bernal, Region 6.

4 Point of order. I think at this time we should
5 approve the agenda.

6 MS. BROWN: Pardon me?

7 MR. BERNAL: I believe we should
8 approve the meeting agenda.

9 MS. BROWN: Oh, I'm sorry. I
10 apologize. Yes, we -- I handed out the agenda.
11 There's a copy of Day 1 and Day 2 in your packet,
12 so let's go over the agenda and then we'll move
13 to approve.

14 So as I said earlier, we will have an
15 ethic overview and the requirements for FACA
16 committees. I will also provide an update of all
17 of the activities in DINAP and an update of
18 everything that happened in passing resolutions
19 and the status of the minutes from the last
20 meeting, where we two years ago we were
21 discussing FOAs and things like that which, you
22 know, have all changed within the past two years.

1 So I will be giving everybody an
2 update of that. If we go over time, I think we
3 have a little flexibility in the agenda. We will
4 have the nominations and selection of Council
5 officers, then a lunch break at 12:00. At one
6 o'clock, we have a new Training and Technical
7 Assistance provider, Tribal Tech, Incorporated.

8 They will be giving a brief
9 presentation to the Council on where we are with
10 our TAT contract, reviewing what's in the
11 deliverables and statement of work. Duane Hall
12 will also be providing a short overview of how we
13 anticipate spending those TAT funds.

14 At 1:30 Carolyn Jones from the Office
15 of Disability Employment Policy will be providing
16 a presentation. Patrick Pizzella, our Deputy
17 Secretary of Labor who is representing the
18 Secretary of Labor, who was unable to be with us
19 today, Eugene Scalia, will be presenting. We
20 will have a break, and then at three o'clock to
21 4:00, the Community Health Aid Program. Minette
22 Galindo from the Indian Health Service.

1 We expect someone here from the Office
2 of Apprenticeship at that time to also be in --
3 to be talking about opportunities for
4 apprenticeship. Then at four o'clock to 4:30,
5 we'll have a recap of this -- of what transpired
6 today and things that we may have to, you know,
7 put on the agenda for tomorrow.

8 For Day 2, we will have a brief
9 presentation by Wayne Gordon. Wayne Gordon is
10 with the Office of Research and Evaluation,
11 Office of Policy Evaluation and Research. He has
12 been assigned within the Department of Labor to
13 spearhead the labor force report. It used to be
14 the BIA Labor Report, but now it's been assigned
15 to DOL as a result of the Public Law 102-477 as
16 of --

17 (Simultaneous speaking.)

18 MS. BROWN: And we've just, you know,
19 he'll provide you with an update on that. I'm
20 sure you'll have questions.

21 Tara Sweeney, the Assistant Secretary
22 on Indian Affairs will be here, and John

1 Pallasch, who is our new Assistant Secretary for
2 Employment and Training. You will have the
3 opportunity to talk to Kim Vitelli, who is the
4 acting administrator, replaced Amanda Ahlstrand.

5 Robin Fernkas is the acting deputy
6 administrator, and they also still have
7 collateral duties mind you, so they're in acting
8 capacities, but they are performing those
9 functions. Michael Downey is the -- is a newly-
10 appointed deputy assistant secretary and James
11 Blazer. They are both with the Office of
12 Congressional and Intergovernmental Affairs,
13 meaning that within the Department of Labor they
14 handle anything related to Indian affairs.

15 So we confer with them on everything
16 related to our office, whether it's tribal
17 consultation, you know, reports that go to the
18 Hill, responses to Congressional inquiries, all
19 of that sort of stuff. So DINAP is a program
20 office, but we report to entities outside of the
21 program office. So but he'll have the
22 opportunity to meet with you.

1 He is also directly assigned to attend
2 the domestic policy Council, White House Policy
3 Council meetings, and he interacts with Tyler
4 Fish. We're very hopeful that Tyler Fish will be
5 able to attend this meeting. He's been invited,
6 but because of the NCAI going on right now, I
7 know that a lot of the senior officials are
8 attending those meetings as well.

9 But we have invited him. He is the
10 trial liaison to the White House and hopefully he
11 can be here. Dr. Ian Record, you all probably
12 are familiar with Ian Record's work. He's with
13 the National Congress of American Indians, and
14 he's presented to this Council on policy
15 recommendations to federal agencies.

16 He's going to be here to provide us
17 with an update of where he is with those
18 recommendations, as well as the ongoing work that
19 he has conducted in Indian country on the case
20 studies. Duane is here as one of our subject
21 matter experts with the Division of Indian and
22 Native American programs. He'll be doing a

1 Census update on where we are with a lot of
2 different things, trying to negotiate with Census
3 Bureau and getting our funding formula updated.

4 Darrell is going to be providing us an
5 update of where we are with the National
6 Conference, which is coming up in Providence,
7 Rhode Island in June, and we'll have the
8 opportunity to get some feedback from this
9 Advisory Council on, you know, workshops and
10 other types of things.

11 Like who, who would you like to see
12 invited as keynote speakers and, you know, what.
13 Also maybe talk a little bit about where our next
14 meeting should be for this Advisory Council.
15 Then at the end of the day, right before we go
16 into the public comment, I'd like recap
17 everything with the Advisory Council, to see
18 where our next steps are and where our priorities
19 lie.

20 So do I have any suggestions from the
21 Advisory Council on the agenda, anything that
22 I've missed or that you would like to see

1 changed?

2 MR. TUCKER: Michael Tucker, Alaska.
3 Would it be possible to put an acronym list
4 together?

5 MS. BROWN: I'm sorry.

6 MR. TUCKER: An acronym list, you
7 know, of all the letters. I get a little
8 confused.

9 MS. BROWN: The acronym for --

10 MR. TUCKER: For a list.

11 MR. WALDRON: Like the WIOA and the --

12 MS. BROWN: Oh okay, yes. I am sorry
13 for that. I try to not use acronyms because I
14 know government's full of acronyms. Workforce
15 Investment Act is the old Act that we were under,
16 and in 2014 we moved forward with the Workforce
17 Innovation and Opportunity Act, which replaced
18 WIA. Does that --

19 MR. WALDRON: I think he wants a list
20 of all of them that are listed here.

21 (Simultaneous speaking.)

22 MR. TUCKER: --on the back, so that

1 when we start talking in alphabets, some of us
2 struggle.

3 MS. BROWN: Okay. Very good point.
4 So I totally agree. Over the years, I think we -
5 - I've been here 20 years and I've gone through
6 like maybe four changes to the Act, and we get in
7 such a habit of using the acronyms from the Job
8 Training Partnership Act, which was known as
9 JTPA, to WIA and to now to WIOA.

10 So we'll try to -- if you catch me
11 using acronyms, please ask me what they stand
12 for. I'm not offended at all, and I'm a total
13 believer in that. Thank you.

14 MR. WALDRON: He was asking for a
15 document, so that -- which I think may that when
16 the new secretary's elected, it may be something
17 they can give you.

18 MR. TUCKER: It will be nice. There's
19 some meetings that I go to, we have a back page
20 that has a list of acronyms. So everyone wants
21 to make sure they know what we're talking about,
22 that there's a list that describes that.

1 MS. BROWN: So you're asking for --

2 MR. WALDRON: We're asking for a key
3 that just says DOL, Department of Labor, JTPA,
4 Job Training Partnership Act.

5 MS. BROWN: A list of acronyms?

6 MR. WALDRON: Yeah.

7 MS. BROWN: Commonly used acronyms.

8 MR. TUCKER: Yes.

9 MS. BROWN: Oh sure. I'll have
10 somebody in our office forward --

11 MR. PAHMAHMIE: You can send them --
12 the one that Mr. Record has on his Workforce
13 Development Decision-Making plan has a real good
14 list of acronyms and stuff that we work with on
15 daily. I'll look through my stuff here and see
16 if I can email that to you.

17 MS. BROWN: That's helpful, yes.

18 MS. CAMPBELL: Yeah. Christine
19 Campbell, Region 5. I seem to be missing
20 Wednesday's agenda. Anybody else missing the
21 second page? I'm special.

22 MR. WALDRON: There's a couple of them

1 on the table.

2 MS. CAMPBELL: Oh, there's some over
3 here?

4 MR. WALDRON: Yeah.

5 MS. CAMPBELL: Okay, great. Thank
6 you.

7 MS. BROWN: I apologize. I think in
8 some cases we inadvertently made front and back
9 copies, rather than --

10 MS. CAMPBELL: I just kept checking
11 before I said anything. Thank you so much.

12 MR. HALL: Anybody else missing
13 Wednesday's? Okay.

14 MR. WALDRON: I'd just like to make a
15 suggestion for our next meeting. At any place
16 near the end, announcements. Sometimes new
17 things develop, if we can get early information
18 at one of our meetings. Other than that, I'll
19 make a motion to accept the agenda.

20 MS. SEVEN: Second.

21 MS. BROWN: Any question? All those in
22 favor, raise your hand?

1 (Show of hands.)

2 MS. BROWN: Motion passed unanimously
3 to accept the minutes. Any dissension? None.
4 Thank you. So you will find in your -- or I
5 believe that Duane handed this out. This is the
6 memorandum for the Secretary, and it was
7 initially signed by Rosemary Nahasbe, who was our
8 former assistant secretary. Oh, thank you Duane.

9 Duane decided to throw them on the
10 screen, and this letter was sent to Secretary
11 Acosta by this advisory committee. You're
12 scrolling too fast. I can't really read it. So
13 Gary Record and this Advisory Council put this
14 letter together, and the recommendations that
15 were submitted, can you scroll down a little bit?

16 Can you scroll down to the
17 recommendations? Okay. Here's the
18 recommendations. The first recommendation was a
19 request to meet with the Secretary of Labor, and
20 that actually never happened. We went through
21 several changes within the Council with terms
22 expiring, and then once all of the members of the

1 Council expired, it was very -- it was a long,
2 time-consuming process to try to get the Council
3 back in place.

4 And that wasn't anything to do
5 specifically with this Council I can assure you,
6 because the administration was reviewing all of
7 the councils across government, government-wide.
8 And so we had to compile information on all of
9 the advisory councils before they moved forward
10 to set the councils in place.

11 In addition, there were two executive
12 orders that pertained directly to these councils
13 issued by President Trump, and one of them was to
14 look at the function and review the mission and
15 the purpose of all of the advisory councils
16 across government and in Congress, to determine
17 whether or not they should continue.

18 And so this was one of those councils
19 that was recommended and we just continue our
20 ongoing work, and of course we do recognize that
21 this is a statutorily mandated advisory
22 committee, and they would -- anybody changing

1 these committees would probably have to go to
2 Congress.

3 So we never got off the ground in
4 meeting directly Secretary Acosta, and now as I
5 mentioned, we have a new Secretary of Labor. The
6 other was to set forth the funding increases for
7 the programs to achieve parity. But I can and I
8 will advise you that this program has been and
9 continues to -- continues to be proposed for
10 elimination, with a very small percentage set
11 aside that would be administered under Title I of
12 the state formula funded programs.

13 In your packets, a little later as I
14 go to an update on DINAP, I will provide you with
15 an updated on the proposed FY, fiscal year 2021
16 budget, which basically has the same proposal.
17 Nonetheless, this Council made those
18 recommendations to the Secretary of Labor.

19 Number three was related to the
20 funding for the Section 166(k), Assistance to
21 Unique Populations in Alaska and Hawai'i by
22 requesting additional funds during that

1 departmental budget request. But as I mentioned,
2 this program was slated for elimination, so there
3 were no additional requests for additional
4 monies.

5 Number four was to support the three
6 critical amendments to Section 166 of the
7 Workforce Innovation and Opportunity Act, and
8 those amendments were related to the language in
9 the law that stated additional performance
10 measures were required, and went on to to -- the
11 Council went on to make some language changes in
12 the law that would basically eliminate the
13 requirement for additional performance
14 indicators.

15 Number five, we went into quite a bit
16 of detail on the work group's recommendations to
17 the Advisory Council on the additional
18 performance indicators that were developed and
19 recommended, and so we had quite extensive
20 discussion about that. I will -- I'm going to
21 give you an update during the DINAP report out on
22 where we are with those performance indicators

1 and where we are in the Department of Labor, just
2 in general on the performance.

3 But Secretary Acosta ultimately agreed
4 with the recommendations from this Council as it
5 relates to submitting waivers for the performance
6 indicators, and we will provide you with an
7 update of that as well. So do we have the letter
8 that was sent to the Council?

9 MR. HALL: I don't believe we have the
10 letter, but we have the memo signed by Secretary
11 Acosta approving, outlining the Advisory
12 Council's recommendation on Labor's performance,
13 and Secretary Acosta's approval on the last page.

14 MS. BROWN: And that's this letter?
15 It's an internal memorandum for the Secretary.
16 For the court reporter, that's Duane Hall
17 speaking. State your name and who you're
18 representing. Do we have any questions? Kay.

19 MS. SEVEN: Kay Seven, Nez Perce
20 tribe. So if I recall, the Council had work
21 groups in our history. So what's the status of
22 those groups at the time of the last meeting?

1 How many work groups were there and what were
2 their names? Just its history, and so that helps
3 with moving forward on the utilization of work
4 groups, to get business done.

5 MS. BROWN: Does anyone have a history
6 on those work groups? I have a -- Athena Brown.
7 I have the history in DINAP and I will get that
8 information together and bring it into this
9 meeting this afternoon.

10 I don't have it on me right now, but
11 we still have -- because the make-up of the
12 Council has changed with half returning members
13 and half new members, it probably would be wise
14 to discuss the work groups again and put it out
15 there on signing up new individuals on those work
16 groups.

17 MS. SEVEN: Thank you.

18 MR. WALDRON: Darrell Waldron, Region
19 1. I think it's great that we've got some of our
20 requests expected. I know that this was a long
21 time coming, the waiver. It almost seems like it
22 was our career time, but it was appreciated to do

1 that.

2 I just think that it's sad that we
3 have not had an official advisory council meeting
4 or authorization for two years and I think, you
5 know, for the record we can't go without having
6 that. There's just so much happening in Indian
7 country with our young, which represents 80
8 percent of our population, and they really have a
9 different philosophy of Indian world today
10 compared to some of us that sit at this table.

11 I think it's important to include some
12 younger members here, so that their opinions,
13 which are very strong I might add, take them into
14 consideration on this committee, because a lot of
15 the decisions we are making will be more
16 affecting them than affecting us.

17 And so that, and I think that, you
18 know, with their social, their social media
19 abilities to communicate with one another, maybe
20 some of our requests and efforts will get a lot
21 more attention. So I just would want to keep
22 pushing that forward with our young population.

1 I'm happy to see that some stuff was done, but I
2 do want to put on the record that a two year
3 delay is really hurting our Native communities.

4 MS. BROWN: Yeah. Any other comments
5 about the recommendations or -- we'll have an
6 opportunity to discuss this a little further
7 during my update of DINAP activities. Darrell's
8 point is very well taken. It's hard to think
9 about the follow-up when we haven't had a council
10 in place for over a year now, because a lot of
11 things have changed within the Department.

12 So I will provide you with an update
13 of where we are with all of this stuff, with all
14 of these issues and with the recommendations that
15 we received from the Council during the last
16 meeting. Are you Vanessa?

17 MS. MYERS: I am.

18 MS. BROWN: We're running a little
19 behind, so I'm going to go ahead and introduce
20 Vanessa Myers, who is with the -- she is with the
21 Office of Legal Counsel, the Office of the
22 Solicitor, and she's here today to go over FACA

1 requirements and other types of fun stuff.

2 (Simultaneous speaking.)

3 MS. MYERS: Perfect, perfect. So I'm
4 Vanessa Myers, V-A-N-E-S-S-A, M-Y-E-R-S, and I'm
5 in the Office of Solicitor and I'm part of the
6 Ethics team here at the Department of Labor. You
7 should all have a packet with a seal on the
8 front. It says Ethics Rules 2020. I'm not going
9 to take too much of your time. This is a pretty
10 all-encompassing sort of recommendations and
11 guidelines for you when you serve on this
12 committee.

13 But you'll see on the first page
14 there's contact information for myself and for
15 the entire Ethics team. Please if you have any
16 questions, if anything when you read this packet
17 jumps out at you, give me a call or shoot me an
18 email. We're here to serve you, so just let me
19 know.

20 The rules for you all are fairly
21 simple. You're not federal employees, and so if
22 you're ever interacting with a federal employee,

1 the rules for them are much more restrictive.
2 Don't let them scare you or let them lead you
3 astray. But the first thing that I want to talk
4 about is your government affiliation.

5 Because you are not federal employees,
6 you should not hold out in any circumstances that
7 you are acting on behalf of the federal
8 government, unless you have been authorized to do
9 so by this committee.

10 You should also not attempt to solicit
11 favors for yourself or friends or family or
12 outside organizations because of your affiliation
13 with this committee, and you should not use this
14 affiliation to imply that the government endorses
15 any sort of outside organization or product.

16 So this can get into the nitty-gritty
17 of what is endorsement and what is not, but you
18 should never be acting out in public as if the
19 government is approving of something that you are
20 a part of solely in your personal capacity.

21 So if you -- let's say you're the
22 sponsor/spokesperson for some sort of tool

1 product or some sort of hammers or something like
2 that, this is just a really rough example, you
3 should not imply that this committee endorses
4 that product or the organization which produces
5 it.

6 While you're here in the building we
7 -- one of the rules that is in place is that you
8 should not misuse government resources, which
9 means you cannot use any government computers,
10 phones, fax, email for profit-making purposes.
11 Any sort of incidental use of government
12 resources, like if you need to use a government
13 phone to call someone at home or to say you're
14 going to be late for lunch. That's permissible,
15 but should truly be incidental.

16 I'd also point out that government
17 employees are government resources, so we ask
18 that you not ask an ETA employee to make 300
19 copies of something for you, or to make a bunch
20 of calls that relate to your outside work or your
21 outside volunteer organizations.

22 And likewise when you are here in the

1 building, make sure that you are careful to
2 preserve government property. If you're entitled
3 to reimbursement for anything, you know, the ETA
4 employees working with this advisory committee
5 can help guide you to the exact right processes
6 for those reimbursements, which I'm sure some of
7 you are very familiar with.

8 Moving on, I'm on page four. One
9 other thing that we take very seriously is the
10 misuse of government information. You cannot
11 disseminate any non-public government information
12 to anyone outside of this building. That
13 includes non-public data, economic analyses,
14 private personnel information, anything related
15 to contracts or grantees.

16 I know that the Department of Labor
17 employees are very careful with the FACA
18 committees, to let you know if you've received
19 information that is non-public. But if you're
20 ever in doubt, please ask Athena or anyone else
21 in her office. It's just very important that it
22 can only be authorized by a federal official.

1 You are not authorized to disseminate any
2 information that is not public. I'm not sure how
3 much this committee deals with non-public
4 information.

5 MS. BROWN: Not much. Anything we
6 send out to the Council is usually approved.

7 MS. MYERS: Right. So you may not --
8 some committees, like for example the Bureau of
9 Labor Statistics, some of their FACA committees
10 may have a lot more dealings with non-public
11 information. But it's something to keep in mind.

12 If you are asked to work on or discuss
13 some sort of recommendation that is going to have
14 a direct impact on your outside organization, I
15 think that could be likely with this committee,
16 it's just something that you should disclose on
17 the record. We screen very closely for conflict
18 of interests in the government. You all don't
19 have a strict prohibition, but it is something
20 that you should disclose.

21 If you are making a recommendation or
22 working on a project that is going to have a

1 direct financial impact on your organization,
2 it's something that should be disclosed and
3 discussed on the record, and recusal would only
4 be necessary in very extreme circumstances. So
5 that would be a point where we would ask that you
6 come and reach out to us.

7 If you think you shouldn't even be
8 working on it because of the potential financial
9 benefit to your outside employer or outside
10 organization of which you're a board member or
11 something like that, please come talk to us and
12 we'll let you know whether or not you need to
13 recuse.

14 Likewise, many individuals who serve
15 on FACA committees often have a variety of other
16 work that involves the Department of Labor.
17 That's probably why you're here, you're familiar
18 with us. We'd just ask to the greatest extent
19 possible to separate that work out on days in
20 which you are not serving as a part of this
21 committee.

22 So we don't want people wandering

1 around the building, popping in for meetings just
2 because they happen to be here as a part of this
3 official service. Sometimes again, I understand
4 that it's unavoidable. If you're coming in from
5 out of state, maybe this is the only week that
6 you can take these meetings. But we ask that you
7 keep as much of a delineation as possible. If
8 it's possible for someone else who is not on this
9 committee in your outside organization to take
10 the meeting with a Department of Labor employee
11 or to complete that work, that would be
12 appreciated.

13 The last thing that I want to discuss
14 is political activity. There's a law called the
15 Hatch Act. The Hatch Act restricts the ability
16 of federal employees to engage in partisan
17 political activity while on duty or in a federal
18 workplace. There are a lot of restrictions on
19 the Hatch Act.

20 I'm not going to bore you with them,
21 because the only one that is applicable to you,
22 as members of this committee, is that you cannot

1 engage in partisan political activity when you
2 are in the building or engaged in the work of
3 this committee.

4 You are considered on duty and you
5 should not advocate for or against any partisan
6 political candidate for office, any political
7 party or any partisan political advocacy group.

8 I'll stop there and see does anybody
9 have any questions or clarifications I can make?

10 MR. WALDRON: Probably more what are
11 the legal benefits for us serving on this
12 advisory board for the cause of our communities
13 and programs that we have? I know these are a
14 lot of no do's, but what are the do's?

15 MS. MYERS: Oh. Well, the reason that
16 you -- I mean I can't speak to, you know, each
17 day's benefit is to have you all here, especially
18 I think you all have very unique experiences and
19 knowledge to bring to this committee and
20 government service.

21 There are a lot of things that this
22 committee is authorized to do, recommendations

1 they're authorized to make. I cannot speak to
2 that since I am not in the Legal Servicing
3 Division that serves this committee. I only deal
4 with the ethics rules, so yes I am the queen of
5 don't's for lack of a better term.

6 But I will say that, you know, I've
7 said all these don't's but, you know, you do
8 important work with this committee and certainly,
9 you know, everything you discussed in this room
10 is permissible and strongly encouraged by the
11 Solicitor's office.

12 MR. WALDRON: Thank you.

13 MS. BROWN: But you can't go up to the
14 Hill and say I'm with the Native American
15 advisory committee.

16 MS. MYERS: Yes, yeah. So that's the
17 key, is that unless you're authorized by this
18 committee, you shouldn't be stating that you're
19 acting on behalf of the committee.

20 MR. WALDRON: Thank you.

21 MS. MYERS: Thank you.

22 MS. BROWN: Thank you, Vanessa. Okay.

1 I'm going to go ahead and go into the DINAP
2 report because I know that you probably will have
3 a lot of questions, and I have my subject matter
4 expert, Duane Hall, here with me today. I've
5 asked Duane to -- well, I tell you.

6 I have to give a credit to the DINAP
7 staff. We are such a small staff. We only have
8 four federal project officers, and Duane is
9 collateral duty constantly because he not only
10 serves as a subject matter expert on a number of
11 things, but he's also a federal project officer.
12 He handles some of the most difficult or high
13 risk grantees, and has lots of experience in
14 working with our grantees.

15 So and Jennifer Whitmore has been a
16 godsend for our program, because she came from a
17 grantee and she is so versed on our case
18 management systems and putting in a lot of work
19 in updating and trying to work with Department of
20 Labor in getting our systems developed.

21 So I've asked them to be here today,
22 to share a little information on some of the

1 things that I think really impact our programs.
2 But I want to say this openly with this Council,
3 because I know we have members of this Council
4 that are with other disciplines, such as the
5 Public Law 102-477 program.

6 But everything we do in Department of
7 Labor impacts other types of work that we do,
8 including the 477 program, because if the Section
9 166 program is not functioning at a high level
10 and our funding is proposed for elimination, then
11 of course that would affect the 477 program as
12 well.

13 And so we are constantly trying to
14 stay on top of minimalizing the high risk
15 grantees and looking at excessive carryover and a
16 number of other things. So with that, I'm just
17 going to go into DINAP's report, and allow you to
18 ask questions. I'm going to ask Duane to assist
19 with the performance information and how we
20 determine who's at high risk and where we are
21 with DINAP, because I really feel like, you know,
22 we have Patty Hibbeler with us today and Darrell

1 Waldron.

2 Patty's working with the Regional
3 Training and Technical Assistance Conference, but
4 many of you serve on those planning committees,
5 including Kim Carroll and others. Darrell, of
6 course, is the chairman for our National Training
7 and Technical Assistance Conference. We really
8 need to focus on where we need to best provide
9 training and technical assistance to high risk
10 grantees and other grantees.

11 But just in general, how do we help
12 them be innovative and creative and yet still
13 address their basic needs? So as many of you
14 know, our program is a formula-funded employment
15 and training program. We award grants on a
16 competitive basis every four years, and every
17 four years we write a strategic plan.

18 We changed that in 2018, and we
19 aligned our competitive process with our four-
20 year strategic planning process. That whole
21 exercise in itself really helped DINAP determine
22 potentially where we ran the risk of -- or where

1 we needed to focus and work with grantees on
2 maybe better strategic planning, because of the
3 quality of plans that we saw come in during that
4 process, as well as the fact that some people
5 were just, you know, not taking all of the
6 training seriously where we said please get those
7 plans in on time.

8 The challenge with the Indian and
9 Native American program is that even though we're
10 a competitive program, we know that the tribes do
11 not receive competition. I think sometimes, you
12 know, people take that for granted because they
13 know they're not going to get competition. So
14 they feel like oh well, you know. We'll just go
15 ahead and turn this in after the fact or
16 whatever.

17 Well, you know, we hone in on that and
18 said please, this is a funding opportunity
19 announcement. It's a competitive process, get
20 everything in. Nonetheless, we still face
21 difficulties with some of that. So that long,
22 boring story is just to tell you that we're going

1 to be coming up on that whole process again in
2 2021, and so we want to be prepared for it and
3 learn from our mistakes and learn from what we
4 did. So I'm going to go a little -- go over a
5 little bit of that later on.

6 One of the key provisions in this Act
7 that I think is very similar to the Public Law
8 102-477 program in many ways, although they do
9 have a lot more flexibility. Nonetheless, these
10 programs are designed to be very flexible, and
11 creative and innovative because it's what works
12 in your communities.

13 If you read the law, it always
14 supports the principles of the Indian Self-
15 Determination and Education Assistance Act. So
16 that means that these programs are designed to be
17 developed as to what works in your community.
18 And so we try to ask that everybody, including
19 the Section 166 program, allows that flexibility.

20 One of the challenges that we've had,
21 of course, is the performance indicators, and
22 I'll have Duane talk a little bit about where we

1 are in terms of the performance indicators and
2 Jennifer will be here to assist with an update of
3 the Grants Management Performance System.

4 But the challenge with our program,
5 which also makes it unique, is that we serve
6 small tribes, large tribes, non-profit
7 organizations, Native Hawai'ians, Alaska Natives
8 through this Public Law 102-477 program. So our
9 grant awards range from a high of \$6 million to a
10 low of \$30,000.

11 As a result of that, it's very hard
12 when you're establishing performance measures to
13 see what actually works out there in Indian
14 country. Thus, I think the recommendations from
15 this Council to the Department of Labor really
16 made that point by requesting the flexibility for
17 asking for waivers of the performance measures.

18 We currently provide funds to 55
19 tribes, 42 non-profit organizations, 14 tribal
20 consortiums that serve a number of small tribes
21 that cannot apply for this funding in a stand-
22 alone grant because of the threshold, and 59

1 tribes that currently participate in the Public
2 Law 102-477 program.

3 So an update on the budget is that the
4 fiscal year 2019, the 2020 budget and 2021
5 budgets, the President's budget, all propose to
6 eliminate the budget line item for the Indian and
7 Native American program. There's a separate
8 proposal, and I'm sure you're aware of this
9 because I pointed it out year after year.

10 Since then, there's a proposal by the
11 administration and by the President's budget to
12 set aside 1.5 percent of the WIOA, Workforce
13 Innovation and Opportunity Act Title I adult
14 program. So that works out to be approximately
15 \$13 million. So we're at \$54 million. So can
16 you imagine going from 54 million down to 13
17 million? Navajo alone, I think, receives \$6
18 million of just the Section 166 program.

19 So I think, you know, you'll have the
20 opportunity later on to meet with our
21 policymakers and senior officials. So I'm just
22 giving you a recap of what's being proposed in

1 the budget. The fiscal year 2021 budget was just
2 released, and I provided -- I copied an excerpt
3 on the Native American programs.

4 I think we put that in the packets.
5 It should be at the very end and it says
6 America's Future, and there's an excerpt of
7 what's proposed in the fiscal year 2021 budget.
8 Feel free to stop and ask questions.

9 (Laughter.)

10 MS. BROWN: The fiscal year 2020
11 appropriation was \$55 million, and the fiscal
12 year 2021 budget proposal would provide \$12.813
13 million. That's why I said approximately \$13
14 million. The Indian and Native American Youth
15 funding, in the Workforce Innovation and
16 Opportunity Act, there's specific language that
17 says that 1.5 percent of the annual appropriate
18 for the state youth allotments are also reserved
19 for the Section 166 program.

20 So the proposal in the President's
21 budget mirrors that language that we currently
22 use for funding the Youth Program.

1 MR. WALDRON: Well, can you just back
2 up a minute. I want to just be clear. So what's
3 being proposed is 13 million for the Adult
4 Program, and what for the Youth, a little bit
5 less?

6 MS. BROWN: It would be almost about
7 the same.

8 MR. WALDRON: About the same?

9 MS. BROWN: Yeah.

10 MR. WALDRON: And so where is
11 everybody with that? I know Congress ultimately
12 has the last say-so, but where's the energy in
13 this building?

14 MS. BROWN: So the fiscal year 2021
15 budget was just released, and now is the
16 opportunity that anybody, it was released to the
17 public.

18 So now's the opportunity to speak to
19 Congressional representatives or any other people
20 that have an influence on the budget, and as you
21 know, over the past two years actually Congress
22 put more money back into the Indian and Native

1 American programs. So even though it was
2 proposed to be eliminated, Congress continues to
3 fund our program.

4 MR. WALDRON: So what can we do while
5 we're here meeting with all of these officials as
6 an advisory board, other than making a strong
7 resolution?

8 MS. BROWN: I think -- well, I can't
9 tell you what to do, but you know, I guess think
10 about those questions and comments that you would
11 like to make. And that's why I provided the
12 information in your packets, so that you can be
13 informed and, you know, think about things.

14 MS. CARROLL: Kim Carroll, Other
15 Disciplines. In reading over their
16 justification, it is almost word for word the
17 same as it was previously when they tried to
18 eliminate, talking about being an unproven
19 program. I love, I love this part about there's
20 very little turnover. They really don't
21 understand what tribes are. I mean why do they
22 expect turnover? Is there any way that we could

1 -- I mean we responded to this before. Is it
2 possible to get copies of that response?

3 MS. BROWN: Through the letters, the
4 letter of recommendation from this Council?

5 MS. CARROLL: From the council on this.
6 I remember we did --

7 MS. BROWN: The Council, there weren't
8 specific comments in that letter. It was only to
9 increase the funding.

10 MS. CARROLL: Okay.

11 MS. BROWN: But the supporting, you
12 know, the justification was not there.

13 MS. CARROLL: I was thinking that we
14 had some document that we had developed that --

15 MS. BROWN: I wasn't -- I believe it
16 was an issue paper. Wasn't there an issue paper
17 involved?

18 MS. CARROLL: Okay, that might have
19 been.

20 MR. WALDRON: Darrell Waldron. There
21 was an issue paper, and I think we also tried to
22 lay objection to the non-unproven. I think we

1 actually did produce something on the unproven,
2 and actually we performed higher than some of the
3 state programs. I do remember it was quite a
4 bit. It went back and forth. I know Duane you
5 were part of that meeting when she was saying
6 unproven records. I thought that we had gotten
7 together and produced something.

8 MS. BROWN: Well, I can explain a
9 little bit about what they mean by unproven.

10 MR. WALDRON: I think that was two
11 years ago.

12 MS. BROWN: So they go on to mention
13 that this program has never been rigorously
14 evaluated, which is actually true, because the
15 last formal evaluation of this program by the
16 Department of Labor was under the Job Training
17 Partnership Act back in the 80's. That was
18 conducted by the Social Policy Research Group,
19 Ron D'Amico.

20 MR. WALDRON: '87.

21 MS. BROWN: And since then, I think
22 one of the challenges is that this is a very

1 small program within the larger scheme of things
2 within Department of Labor. So when you're
3 putting out a billion dollars or multi-billion
4 dollars of large programs, those programs are
5 going to be on the priority list for evaluation.

6 So I have asked several times that the
7 Department, through the Office of Policy Research
8 and Evaluation, consider evaluating our program
9 as a part of a larger evaluation. So I know that
10 they have considered that. But the only other
11 time during -- that we were talking about this,
12 that we thought well, we did go through the
13 performance assessment rating tool, which was
14 called PART, and that was back in the 90's.

15 MS. SEVEN: 2005.

16 MS. BROWN: That was under -- that was
17 under the Bush administration, and they required
18 all federal programs go through that PART
19 assessment conducted by OMB, and they had the OMB
20 examiners assigned to all the different federal
21 agencies and federal programs, and our program is
22 one that went through it.

1 We actually -- we received a
2 satisfactory, because we went right over the line
3 as being acceptable. So we did pass that
4 rigorous PART review, and I remember it was -- it
5 was rigorous.

6 MR. WALDRON: So just as a mention, I
7 know I had sent this to you, but so now they're
8 proposing to wipe us out. So in 1978 (sic) they
9 did the same thing, which I have a paper there
10 which I could pass around and you guys can read.
11 Then it was not a performance issue or we were
12 turnover, or we didn't have a successfully
13 measured program. It just was to abolish the
14 DINAP program.

15 But I had that letter from 1987, yeah.
16 So I had sent them in. Just for you to have for
17 your information, it's just been an ongoing
18 attack on Indian programs consistently over the
19 years that I have been here, which is about 37
20 years in total. It just continues, and I think
21 that this just further educates it.

22 The point that they want to do away

1 with us, to wipe us out right, you know, as far
2 as individual tribal governments within this
3 country. So it's just kind of more of the same.
4 But it started in 1987, and then again in '96,
5 when we were going to regionalize our regional
6 offices. We all need to be aware that it's been
7 constant under attack since 1880. I mean really.

8 MR. QUINTANA: Good morning. Joseph
9 Quintana, Region 6. This is maybe just because
10 of my newness, but wondering what our current
11 advocacy plan or what our advocacy arm of this
12 particular Council is or authority to do so? I
13 know in just listening to the ethics person, we
14 can't necessarily go in and say that we're
15 representing this Council. But how do we develop
16 a strategy, either state, region-wide, to be able
17 to ensure that this doesn't continue to happen?

18 It just seems like every few years,
19 depending on who else is in office, similar to
20 what happened with Indian Health Service funding
21 for urban programs. I know during George W.
22 Bush's era, he tried to do the same thing every

1 single year of his term. So how can we make sure
2 that we're working with those folks long-term to
3 know who we are and the legitimacy behind it?

4 And then also in your discussion about
5 how the OMB came in and did a formal audit or
6 review, can we self audit and that be a
7 legitimized way that we can show lawmakers and
8 policy folks the importance of it?

9 MS. BROWN: Yes. As individuals --
10 Athena Brown. As individual organizations, you
11 always have the ability to present
12 recommendations outside the Department of Labor
13 to your congressional representatives and other
14 folks. But as representatives of this Advisory
15 Council, you do represent those constituents in
16 your respective areas.

17 And so after these meetings, I'm not
18 sure, you know, how each one of you provide that
19 information, you know, whether it's to the
20 Training and Technical Assistance contracts and
21 give a report out on the recommendations that
22 come from this Council. But as representatives

1 of this Council, you can put those formal
2 recommendations forward to the Administration,
3 and they are taken into consideration by all the
4 different levels of people within the government.

5 First, it goes to the Office of
6 Workforce Investment Review, and then it goes up
7 further to the deputy assistant secretaries and
8 then to the assistant secretary, and then to the
9 Secretary of Labor. All of those -- whenever a
10 letter is received by the Department, a formal
11 recommendation from this Council, we have to
12 bring that to the attention of all the senior
13 leadership, and then they draft a response to
14 those recommendations.

15 But that's how the process works for
16 this Council. But as individuals of your
17 respective communities, you can take that
18 information back and use it any way that you feel
19 appropriate. You just can't take -- you can't go
20 to your congressional representative and say:
21 "I'm a member of the National Advisory Council to
22 the Department of Labor, and I'm making this

1 recommendation," because those formal
2 recommendations have to come through a process
3 here in Department of Labor through a letter -- a
4 formal letter.

5 MS. CAMPBELL: Thank you. Christine
6 Campbell, Region 5. When it talks about a
7 justification, it talks about our performance, as
8 I -- I need some clarification. Our performance
9 goes to Congress, and as Darrell reminded us, we
10 scored well. I think we scored better than state
11 programs.

12 But is our -- is that just 166
13 performance, or does that include 477? That's
14 something that I'm not quite sure, and I believe
15 it should. I would suggest that that would
16 include both, because it's coming from the same
17 pot of funds. How does that work?

18 MS. BROWN: Our performance at
19 Department of Labor does not include 477 because
20 they have their own reporting system, and they
21 only report annually. I'm not -- so our
22 performance data is different. But the

1 justification for -- where it says the DINAP
2 program is 88 percent more expensive per
3 participant than the adult program, I'll have
4 Duane talk a little bit about the numbers and how
5 that cost per participant is calculated.

6 Actually cost per participant is not
7 even a performance indicator. It's not one of
8 the WIOA performance indicators. And so frankly,
9 I can't really explain the justification that
10 went forward in the President's budget.

11 MS. CAMPBELL: But is there any way
12 that we could provide the report? Wouldn't that
13 make us a stronger program?

14 MS. BROWN: No, I don't think we can
15 because the problem with combining the data is
16 their reporting is so different. They're not --

17 MS. CAMPBELL: I understand that. But
18 shouldn't there be a formula to take that and
19 maybe not combine, but say look, this is what the
20 477 is doing, this is the 166. I think that
21 they're only seeing a part of our, you know, the
22 great outcomes that our programs do have.

1 MS. BROWN: Kay.

2 MS. SEVEN: Kay Seven, Other

3 Discipline. So I have a response as a 477
4 program, and I want to go back to when the
5 Workforce Innovation and Opportunity Act was
6 authorized. I'll never forget the webinar that
7 Tom Perez, the Secretary of Labor, had as soon as
8 the bill passed. He said this is what Congress
9 wanted to address our nation's workforce. This
10 law is about silo busting and silo implosion at
11 the federal level.

12 So I'm thinking oh finally, at the
13 federal level in Washington, D.C., they're going
14 to start practicing what tribes have been
15 practicing under 477 since 1992, blending money,
16 integrating money to address our workforce
17 situation.

18 We've been doing this as 477 since
19 1992. We're able to blend money with other
20 federal monies, and that's why our report is
21 going to look different. So I guess I wanted to
22 stand and speak on behalf of 477 programs, and to

1 address questions of why 477 is like this or like
2 that and why it can't.

3 So because I think it has this unique
4 position, positioning along tribal lines across
5 Indian country. So that's what our bill is
6 about, what happens on tribal lands where there
7 was -- the economic activity is different between
8 the urban areas and the reservation areas. So
9 we're around -- there's -- the dynamics are
10 different.

11 MS. CAMPBELL: Of course, I understand
12 that. But I'm just -- I just feel that Congress
13 is only seeing a part of our performance. I
14 don't know. It's just a suggestion that I think
15 we should be given credit for all the work that's
16 done on tribal lands with the 477.

17 MS. SEVEN: So I would just say is
18 Department of Labor, when they're sending the
19 report, seeing that X percent of the funds are
20 transferred to the Department of Interior to, for
21 tribes that are using Public Law, the authority
22 of 477? And so for our portion, which is just

1 puddles of money that are going over to Interior,
2 our having success with their integration of
3 funds with other related programs.

4 As a position of the Department of
5 Labor, that's the least they could do is -- and
6 Athena has always shown that, to be the advocate
7 of the importance of tribes considering growing
8 477 versus going through the bureaucracy of
9 federal policy as a stand-alone program. So it's
10 unfortunate that the urban centers have to -- or
11 don't have that ability because of your different
12 situation.

13 MS. CAMPBELL: Correct, and I would
14 hate to see division between 477 and 166.

15 MS. SEVEN: Then that's what we should
16 be doing. That's where we want to have that one
17 voice. We keep talking about that one voice.
18 Let's work together, but let's understand our
19 differences.

20 MS. CAMPBELL: Of course.

21 MR. WALDRON: So I have a question.
22 So if this gets reduced, for now it's a big if,

1 down to 13 percent, what happens to the funding
2 for 477?

3 (Simultaneous speaking.)

4 MS. SEVEN: Yeah. We lose that out of
5 our integrated budget.

6 MR. WALDRON: So you know urban --
7 Well I could speak probably more specifically
8 about the Rhode Island Indian Council. Our JTPA
9 real program, the funding from the Division of
10 Indian and Native American Programs has grown a
11 tremendous organization with a good-sized budget
12 and a good-sized measured success to the
13 community. So we have been leveraging like 477,
14 a program to get other funding to match and work
15 with our community, including 15,000
16 bacheletorial (phonetic) degrees, working with
17 our program in local colleges and stuff.

18 And maybe this is a question more for
19 Duane. Is it a possibility to take what has
20 happened with all of the dynamic funding for the
21 urban-based programs like 477 and combine a
22 report to show the growth? Like for us, we had

1 like \$200,000. Now we have over \$7 million,
2 right? And that growth has been very much a
3 factor of the DINAP program, as well as we also
4 know that the DINAP program has touched almost
5 every single Indian leader in this nation.

6 So have we even thought of something
7 like that? I think it could kind of mirror what
8 477 is doing, sharing the successes of the
9 programs with their 477. Would that help,
10 because I think it's possible to do. I know we
11 could do it out of our office because it just
12 started with you guys. It went to ANA and then
13 -- and on up the line to where we are now. Now
14 it's benefitting Indian Health Services, you
15 know, that's working with our WIOA program in New
16 York.

17 MS. BROWN: Well for purposes of the
18 justification for this program, I think that the
19 numbers that we collect to the performance is
20 basically what we have to deal with here in the
21 Department of Labor. They're not going to
22 consider, you know --

1 MR. WALDRON: A hybrid report?

2 MS. BROWN: Other types of things.

3 Where that might have influence, of course, would
4 be, you know, your congressional representatives
5 because you have the ability -- because Congress
6 has put the money back into this program every
7 year. Despite the proposals coming from this
8 Administration, Congress has put the money back
9 in.

10 MR. WALDRON: So wouldn't we be able
11 to -- not violating the FACA rules -- form a
12 small work group between 477 and 166, to compile
13 data of success for the combined programs to put
14 forth a statement on the benefits of the two
15 programs consistently since the onset of the law?

16 MS. BROWN: That could be a
17 recommendation for the work groups. I mean some
18 thought would have to -- what we try to do with
19 the work groups is that we try to concentrate on
20 developing a mission, a purpose and a focus. So
21 you'll have to think about that --

22 MR. WALDRON: Kind of play with the

1 wording?

2 MS. BROWN: Give it some thought.

3 MR. WALDRON: I mean just in echoing
4 Kay's comments about one voice, you know, my
5 heart is for my community, but the dirt that
6 people wash their hands off that are non-Indian
7 remains of our ancestors, right? And I think
8 that, you know, us working together not showing
9 our differences but our combined efforts, I think
10 that a very solid, well-documented report between
11 166/477 echoing the success and the struggles
12 moving forward to this Congress, needs to be had.

13 Because our Indian data nationally has
14 gone backwards since some of the onset of these
15 programs. If you look at the death rates now
16 around the cancer and stuff on reservations
17 because of toxic burial sites, I mean there just
18 seems to be I think something that we could do to
19 get their attention and do it quite rapidly, try
20 to get something moved forward.

21 MS. BROWN: Before we get too --

22 MR. WALDRON: I know, I'm sorry. I'm

1 getting beeping too, yeah.

2 MS. BROWN: That's okay. Before we
3 get too far down the line, I would like this
4 Council to hear the report out about our
5 performance just for the Section 166 program,
6 because I've included a little information --
7 some general information about risk, how the risk
8 is determined, our carryover and all of those
9 other factors that also influence this program.
10 So I'd like to call on Patty.

11 MS. HIBBELER: Sure. Patricia
12 Hibbeler, Region 6. I think some of this will
13 probably come out in our discussion with Dr. Ian
14 Record tomorrow.

15 I'm pretty sure NCAI is working on
16 some policies and some pieces to really affect,
17 talk about the budget. As you talk about making
18 sure we're both on the same page, carrying the
19 same message, that might kind of enlighten this
20 discussion when you talk with Ian tomorrow.

21 MR. WALDRON: Excellent. Thank you.

22 MS. BROWN: Any other comments? Okay.

1 So let me go over a little bit about performance,
2 and I'm going to give you a recap. Jennifer did
3 a wonderful job in providing me a current status
4 report of where we are in the development of what
5 is known as the Grants Performance Management
6 System. And this is just for Department of
7 Labor, not for -- it's not relevant to the Public
8 Law 102-477 program, because they have their own
9 reporting.

10 But here at the Department of Labor,
11 the focus is -- there's a heavy focus on looking
12 at performance indicators, and consistently
13 applying the data that we look at across all
14 programs. So that's why -- why the Section 166
15 program I think has a challenge in terms of the
16 requirements data that we periodically look at to
17 make those decisions.

18 So with the performance indicators
19 that were passed under the Workforce Innovation
20 and Opportunity Act, required reporting
21 consistently across all programs. So as you
22 know, DINAP had an archaic system that we've had

1 in place that worked when it was initially
2 developed.

3 But it was a stand-alone reporting
4 system. It was not web-based. But nonetheless,
5 we found a way to make it work here in Department
6 of Labor, you know, great thanks to Duane and to
7 the reporting work group of this Advisory
8 Council, who came up with that system known as
9 BearTracks. And we're still using BearTracks.

10 But in the interim, we have been
11 talking about developing this GPMS system since
12 the implementation of WIOA, and the progress that
13 we've made has been very slow and very painful,
14 and has made me eat my words -- eat crow at every
15 national and regional conference because I keep
16 reporting out we anticipate this system to be
17 ready to implement, and you know like a month
18 later I'm eating my words again. So that's sort
19 of where I'm at.

20 But a series of challenges have taken
21 place within Department of Labor, none of, most
22 of, all of those challenges are beyond our

1 control because, you know, we have contractual
2 issues getting contractors to continue working on
3 this, getting contracts in place. Lack of
4 continuity of the developers that work on this
5 system.

6 Jennifer has done a wonderful job in
7 working with those developers and making sure
8 that she's briefing all, every -- whenever we
9 have turnover, she's over there briefing them on
10 the requirements of the system.

11 We've had delays in processing Office
12 of Management and Budget information collection
13 requests, things like OMB ICRs. That's what we
14 call them. But it's a long, cumbersome process
15 to get those approved, and other issues just in
16 general.

17 So and this system is so dependent on
18 many of the things I think that states take for
19 granted. States already have access to what is
20 known as the Workforce Integrated Performance
21 System, WIPS. But now that we're moving forward
22 to report this data through a web-based system,

1 we have to tie into that. Jennifer?

2 MS. WHITMORE: I have those acronyms.
3 I have acronyms for everyone. Do we want to pass
4 them out?

5 MS. BROWN: Yes. So as I mentioned,
6 initially we have been talking about the system
7 since 2017, and we were scheduled to go live in
8 2018 I think I reported to this Advisory Council.
9 And now we're hearing that the delays have pushed
10 that date back to 2020 -- March of this year.
11 And so we haven't -- I can't report that we've
12 gotten so far that we're rolling it out to user
13 testing. But we're very, very close, and
14 hopefully we can provide you with an update by
15 the time it goes to our national conference of
16 where we are with the system.

17 But having said that, I want to talk
18 a little bit about the performance factors that
19 affect this program, and I think that some of the
20 decisions that the policymakers when they look at
21 our performance, the overall performance, things
22 that they take into consideration, like excess

1 carryover and the cost per participant.

2 I know that reservation-based areas
3 have their challenges with hires, with difficulty
4 in placing clients in employment and all of those
5 things. So with that, I want to turn it over to
6 Duane. But first of all Duane, I'd like to talk
7 a little bit about the handout that you put in
8 the package that talks about the risk report, and
9 it's this.

10 This is only for the Section 166
11 grantees. It's not for the 477 grantees. But
12 again, this report has a major influence on our
13 -- on how the Department looks at our
14 performance.

15 MR. HALL: Again good morning, Duane
16 Hall, Department of Labor. So yes, you could
17 start with the risk report. So we take -- if you
18 take a look at everybody's performance, we take
19 that pretty seriously. We know there's other
20 factors, but one of the things that we look at is
21 how our grantees are doing in not only
22 performance, but how much money they're spending,

1 which we call carryover, and how many people
2 you're serving.

3 So this report that you have here on
4 the first page you see it's all green. This is
5 the best grantees based on kind of our risk
6 grading if you will or performance rating, and
7 then it goes to the very end. You get to the
8 very back page and you'll see that you have red.

9 So what this report looks at is the
10 number of participants you serve based on the
11 amount of money you get. So we call that average
12 cost per participant, and it's a bit arbitrary.
13 But we feel like that average cost per
14 participant of \$5,000 or less is relatively good.
15 You get above that and you get a little bit
16 concerned.

17 And average cost per participant is
18 very simple. We just take the total amount of
19 money we have available for a program year and we
20 divide it by the number of participants you
21 served. So that's a big factor that we look at.

22 We also looked at carryover. As this

1 Council probably knows, we've always had some
2 concerns with some grantees have excess
3 carryover. That's something that we looked at.
4 If you have very high carryover we feel that that
5 is a risk factor.

6 Then we look at the three WIA
7 measures, because we can't look at the WIOA
8 measures because we can't report on the WIOA
9 measures. So we look at the previous Act, the
10 Workforce Investment Act, and we look at those
11 three measures, which are entered employment,
12 average earnings and retention. And so we look
13 at your performance on that.

14 We didn't put names in here. We
15 didn't put recipient numbers. If you want to
16 know your recipient number, we can give it to you
17 and you can see how you performed. As we said,
18 this doesn't include 477. The last column there
19 is source, what is the source of our data, and so
20 our source is -- it's UI wage records.

21 So we feel -- now this is when it
22 comes to performance. When we say somebody

1 entered employment or what's your entered
2 employment rate, when you submit your BearTracks
3 file to the Department of Labor, we send that
4 over a wage record interchange system. It
5 collects all the state UI wage records from all
6 the states, and they look for matches on social
7 security numbers and see who all has been
8 employed. So we feel that this is -- these on
9 the source that says UI wages, we feel this is
10 pretty accurate.

11 If it says supplemental, there's two
12 reason why it could say supplemental. The wage
13 record interchange system will not provide
14 performance for a grantee who sends three or less
15 participants. So if you're a grantee and you
16 have three or less participants that you sent
17 social security wages on, they have a
18 confidentiality concern with that and they won't
19 give us wages.

20 So what we do is we go to your 9084
21 report, and we can only use what you tell us,
22 okay. So that's a little concerning. I think we

1 should all have more than three excusers during
2 the year. So that's something that's a little
3 concerning that says supplemental. But there are
4 some in here for whatever reason, there's a
5 couple of reasons.

6 We have to get this -- so this June
7 30th, 2019. This is performance at the PY '18
8 which was June 30th, 2019, and we got some June
9 30th, 2019 program reports in late, and couldn't
10 get it over to the wage record interchange system
11 in time for them to calculate them. So then for
12 those grantees we used supplemental.

13 And then there were a few that just
14 for some reason they didn't get over there. So
15 we have to improve that part of it, is making
16 sure everybody, to the extent we can, is based on
17 UI wage records.

18 So that's how we rate performance on
19 those five factors, number of participants
20 served, carryover, entered employment rate, wage
21 retention and average earnings, and these are all
22 the 116 grantees.

1 So this is what we look at when we
2 decide like on maybe who we need to a site review
3 on, and other grantees that we can take other
4 action. Tina, can you -- would you like to add?

5 MS. BROWN: Could you share this
6 chart?

7 MR. HALL: Well yeah, sure.

8 MS. BROWN: I'd like to pull up the
9 carry-in analysis, because that also is a big
10 factor of what goes on with our programs. You
11 can't make a case for additional monies when
12 grantees are not spending their money, and I
13 think, you know, I worry about this all the time
14 because, you know, our program is proposed for
15 elimination and we're asking for more money and
16 saying that we can't perform without more money,
17 but yet you know we have high carryover.
18 Granted, that oftentimes grantees will say well
19 DINAP got out the funding really late, which has
20 been the case. We do give the money out late.
21 But I don't think that's an excuse for
22 having 50 percent or even sometimes like 40

1 percent carryover at the end of the year. I mean
2 that's very excessive. So you'll see by this
3 chart in 2018, almost one-half of our grantees
4 have excess carry-in, one half. That's a huge
5 amount.

6 With DINAP only have four federal
7 project officers to oversee 100 and -- well even
8 more grants, 131 with the adult program and then
9 not counting the supplemental youth services
10 program, it's hard to say on top of all of this
11 and contact each and every one grantee to find
12 out what's going on with their program and why
13 they aren't spending money.

14 So it's something that we would like
15 the directors to pay attention to in their
16 strategic planning. Like how much money do I
17 have remaining; how much money do I have spent?
18 What types of services am I actually providing?
19 Do I need to go in there and revise my strategic
20 planning documents, all of that type of stuff?

21 And when we provided training on the
22 four year strategic plans, we really emphasized

1 that the directors had to pay attention to this
2 type of stuff. I mean DINAP can't do it all. We
3 can provide targeted technical assistance. We
4 can use our peer to peer technical assistance
5 contract to go out there and, you know, maybe
6 match somebody with a high performing grantee.
7 But again, this is alarming.

8 MR. HALL: I just wanted to point one
9 more thing on this. You'll see some footnotes on
10 the far left. We had some FPO overrides where
11 the FPO overrode the rating, and we have some new
12 grantees that were just awarded in PY '18. We
13 expect that those would probably get off the
14 ground a little bit slow.

15 And so -- and they have no performance
16 because performance is kind of -- UI wage records
17 are delayed. So they didn't have performance.
18 They just got a grant, so we put an asterisk by
19 them. We also have some grantees who showed up
20 that they were performing adequately and they
21 were green, but we did an FPO override and put
22 those in red.

1 We've had some serious rehab, I think
2 three or four grantees were rehabbed. Very
3 serious issues, and so no matter what their
4 performance is we overrode that. So this is a
5 grantee that's very high risk.

6 MS. BROWN: Duane, can you talk a
7 little bit about the cost per participant versus
8 the state, you know, our program versus the
9 state? Now granted I don't know where the data
10 came from for the budget justification, but we
11 are aware that our programs are a little higher
12 cost per participant than the state.

13 MR. HALL: Yeah, sure. So this kind
14 of goes back to this document about eliminating
15 funding for the Native American program. As
16 Athena mentioned, cost per participant is not
17 performance-based data. But ironically in
18 budgets when we have to view the budget every
19 year and it goes into the President's proposed
20 budget, we always have to provide OMB with our
21 average cost per participant.

22 That's on a national level. We just

1 take the appropriation. If we have 55 million
2 and we look at how many people we serve and just
3 divide it and that gives us our average cost per
4 participant.

5 So if you look up here on the
6 PowerPoint here, we served 10,728 participants.
7 That's participants who we either put in work
8 experience classroom training. We provided a
9 substantial service.

10 The self-service individuals or those
11 individuals that came in and maybe they used it
12 to get a computer lab or maybe you gave them a
13 referral or something like that, but you didn't
14 put them on the program and you didn't spend
15 money on them. So you know, are these good
16 numbers? That's something we have to ask
17 ourselves.

18 Well this gives us a cost per
19 participant, 3,927. I think if we compared it to
20 the state formula program that the states have,
21 theirs is about 1,300. But then you have to then
22 get into the weeds of those numbers and what do

1 those numbers mean. I think we do a lot of work
2 experience. Subsidized employment is very
3 expensive. Classroom training can be very
4 expensive. I don't know what type of services
5 the states are providing to those individuals who
6 are providing those types of intensive services.
7 I don't know that.

8 I also don't know how they count
9 participants. Remember, these states that get
10 these funds, they have these big -- they're
11 called one-stop centers, American Job Centers,
12 Job Services South Dakota, Oklahoma Works that
13 you all know the names. So they get a lot of
14 people coming in there, and some of the states
15 co-enroll.

16 They may be coming in because they're
17 unemployed, and they'll count them in these
18 numbers. So it's really -- you have to get into
19 the weeds to say, you know, this 3,927 is not --
20 we should do better than that. That's something
21 that I think we should all look at inside of
22 this. I can give you some historical numbers off

1 the top of my head.

2 These participants serve 10,728.
3 Remember back under JTPA, you never had these
4 self-service individuals. We only counted people
5 we put on the program and we gave a service. So
6 in PY '18 we were at 10,728. If you go back oh,
7 10 or 15 years, you know, I think we were around
8 15,000. I think one year we have 18,000
9 participants, so this is much lower.

10 But again, you've got to go into the
11 numbers. We have less people over at Public Law
12 102-477. As people go over to 477, you know, the
13 numbers drop, so you have to take some of this
14 into consideration. But there's the numbers. We
15 exclude the money that goes over to the
16 Department of Interior.

17 So when you see 42 million divided by
18 10,728, that's -- we send over about \$10 million
19 in adult funds over to the 477 program. Did you
20 want me to address anything else?

21 MS. BROWN: No. That's it. We've got
22 to take a break shortly. I just realized the

1 time.

2 MR. HALL: Okay.

3 MS. BROWN: I apologize to the
4 Council.

5 MR. WALDRON: Nice report. Very easy
6 Duane, thank you.

7 MR. HALL: Well that's Jennifer
8 Whitmore.

9 MR. WALDRON: Jennifer, nice job. Way
10 to go.

11 (Applause.)

12 MR. WALDRON: Sorry.

13 MS. BROWN: I still have a little bit
14 more to report out. Sorry about that. We're
15 running a little over our schedule. So let's go
16 ahead and take a 15 minute break. Come back here
17 at five after.

18 (Whereupon, the above-entitled matter
19 went off the record at 10:48 a.m. and resumed at
20 11:07 a.m.)

21 MS. BROWN: Let's go ahead and
22 reconvene. Okay, we're reconvening. Because

1 we're running over schedule, I'd go ahead and
2 like -- or I would like to go ahead and move
3 forward with the nominations and the selection of
4 Council officers, because I believe that I'll
5 have an opportunity to continue my DINAP report
6 out probably at the end of this meeting when we
7 do the recap.

8 MR. WALDRON: I was going to ask if we
9 could all do lunch together and discuss that at
10 lunch time amongst ourselves?

11 MS. BROWN: Oh sure.

12 MR. WALDRON: That way, we have just
13 to kind of --

14 (Simultaneous speaking.)

15 MS. BROWN: In fact, is Carl here?
16 It's important.

17 MR. WALDRON: Good, after we come
18 back, yeah. Make sure who we nominate is
19 interested.

20 MS. BROWN: Would you ask Carl to
21 reserve a table for the Councilmembers --

22 (Simultaneous speaking.)

1 MR. WALDRON: Just a suggestion,
2 right?

3 MS. BROWN: Oh sure. Okay. So we're
4 going to go ahead and proceed with the next item
5 on the agenda, and that's the nomination and
6 selection of our Council chair. We're going to
7 go ahead and start with the nominations for the
8 Chairman of the Advisory Council.

9 MR. WALDRON: So after I was talking
10 about us having lunch, discussing it amongst
11 ourselves, and then we come back and do the
12 nominations. It was my suggestion, yeah.

13 MS. BROWN: Table it until after
14 lunch.

15 MR. WALDRON: Yeah, so we could talk.

16 MS. BROWN: Well okay, let's see. I'm
17 looking at the agenda right now. Can you make
18 that in a formal motion?

19 MR. WALDRON: I can. This is
20 Councilor Waldron, Region 1. I'd like to make a
21 motion that we table nominations until after
22 lunch, so that we can sit as a group at lunch

1 time and discuss about the nominated candidates
2 would be my motion.

3 MS. CAMPBELL: Second.

4 MS. BROWN: Okay. Darrell made a
5 motion to table the item for the nomination and
6 selection of Council officers when we come back.
7 So I think that probably will most likely take
8 place --

9 (Simultaneous speaking.)

10 MS. BROWN: -- after, at 4:00?

11 MR. WALDRON: So she has a -- just a
12 recommendation towards it just before, that we go
13 to an early lunch and do the discussion, then
14 come back and we'd still be on target.

15 MS. SEVEN: Because the nominations
16 actually start at 10:45 to 12:00. So that's like
17 an hour and 15 minutes. If we make our
18 recommendation to break for lunch --

19 MS. BROWN: Do you want to break for
20 lunch now?

21 MS. SEVEN: And then come back at noon
22 --

1 MS. HIBBELER: Break earlier and then
2 come back and vote.

3 MS. CAMPBELL: Okay. That way it
4 doesn't throw the agenda off.

5 MS. BROWN: So the motion is on the
6 floor to break earlier for lunch to discuss the
7 Council nominations, and then reconvene at what
8 time?

9 MS. SEVEN: Let's say 12:15? Is it
10 going to take us 45 minutes?

11 FEMALE PARTICIPANT: Half hour.

12 MS. SEVEN: 12:30 then?

13 MR. WALDRON: We want to eat too,
14 right?

15 (Simultaneous speaking.)

16 MR. WALDRON: So Christine, did you
17 second that?

18 MS. CAMPBELL: I did but I -- yes.

19 MS. BROWN: Okay. To reconvene at
20 12:15 and come back at --

21 MS. CAMPBELL: I think 12:15 is too
22 soon. It's 11:00 now.

1 MS. BROWN: Return here at 12:15,
2 reconvene now.

3 MR. WALDRON: Well like she was
4 saying, she thinks it's too early. Say 12:30?

5 MS. SEVEN: Take a break for lunch,
6 recess for lunch and reconvene at 12:30.

7 MS. CAMPBELL: I think we can do our
8 nominations in 30 minutes.

9 MS. BROWN: Okay. There's a motion on
10 the floor to --

11 (Simultaneous speaking.)

12 FEMALE PARTICIPANT: So dismiss your
13 -- dismiss yours.

14 MR. WALDRON: Right, to amend it.

15 MS. BROWN: To move to the lunch break
16 at 11:30 and reconvene back in the Council
17 meeting at 12:30 to select the nominations the -
18 - select the chair, vice chair and secretary. Do
19 I hear a second?

20 MS. CAMPBELL: Yes.

21 MS. BROWN: Chris Campbell from Region
22 5.

1 MR. QUINTANA: Can I ask a question?
2 Can I ask a question? We still can ask
3 questions?

4 MS. BROWN: You have a question?

5 MR. QUINTANA: Yeah. Joseph Quintana,
6 Region 6. Just for my understanding and
7 clarification, so this is to go over candidates
8 that have already been selected, or we prefer not
9 to do that in here at this particular time?

10 VOICES: No.

11 MR. WALDRON: Well no candidates have
12 been selected.

13 MS. SEVEN: No nominations have been
14 made yet.

15 MR. QUINTANA: Okay. No nominations
16 have been made.

17 (Simultaneous speaking.)

18 MS. SEVEN: Darrell wants to just talk
19 amongst the group to find that out. He's
20 strategic about it.

21 MS. BROWN: Excuse me, I'm sorry Mr.
22 Quintana. I am aware that Mr. Quintana sent a

1 request to me as the Designated Federal Official
2 to be considered. So this is a discussion at the
3 table amongst all the Councilmembers to discuss
4 that so --

5 FEMALE PARTICIPANT: Okay.

6 MS. SEVEN: Question. So my question
7 would be: why can't we just have a conversation
8 about it before we do an election?

9 MS. HIBBELER: We want to do it
10 informally.

11 MS. SEVEN: Okay. Not formally.

12 MS. BROWN: Question?

13 MS. CAMPBELL: Christine Campbell,
14 Region 5. I think the intent is to find out who
15 is interested and then that's all, just have a
16 general conversation to know who's interested.
17 That way, we don't go around nominating people
18 who are going to end up declining, and then we're
19 just like -- that's all.

20 MR. QUINTANA: Joseph Quintana. Just
21 like there was no response to your email, there
22 weren't any -- no nominations were received. Is

1 that your point?

2 MS. BROWN: Your nomination was
3 received.

4 MR. QUINTANA: Oh. Everybody, I'm
5 nominated.

6 MS. BROWN: Joseph Quintana sent his
7 nomination -- his self-nomination in in advance.
8 So I received a nomination for vice chair?

9 MR. QUINTANA: Yes.

10 MS. HIBBELER: Although that was not,
11 as I understood, a required process?

12 MS. BROWN: No.

13 MS. HIBBELER: To send that in
14 beforehand?

15 MS. BROWN: Correct.

16 MS. HIBBELER: That would occur
17 amongst this group here.

18 MS. BROWN: Yes.

19 MR. WALDRON: But I think informally
20 to meet without all this stuff recording our
21 conversations, because it's important for us to
22 have discussions. Sorry, am I not supposed to

1 say that?

2 (Laughter.)

3 (Simultaneous speaking.)

4 MR. WALDRON: Okay, sorry. My
5 mistake. It's only conducted here.

6 MS. BROWN: Okay, questions. Have the
7 questions been answered.

8 FEMALE PARTICIPANT: Call for the
9 question.

10 MR. WALDRON: Call the vote.

11 MS. BROWN: Do you want to move
12 towards a vote? Okay. All those for going to
13 the lunch break at 11:30 and reconvening at 12:30
14 say aye or raise your hands?

15 (Show of hands.)

16 MS. BROWN: All those opposed?

17 (No response.)

18 MS. BROWN: Motion carried
19 unanimously. Thank you.

20 MR. WALDRON: Thank you.

21 MS. BROWN: Before we break for lunch,
22 does anybody have any other questions about the

1 nominations, because after we complete the
2 nomination and the selection process, I am going
3 to turn the meeting over to the chair.

4 (Laughter.)

5 MS. BROWN: Thank you. So if we have
6 10 minutes, then what I'd like to do is to finish
7 my report on the DINAP. I want you to feel
8 prepared this afternoon when you meet with the
9 deputy secretary and tomorrow with the assistant
10 secretary. So I wanted to give an update with
11 what's going on with Indian and Native American
12 programs here at the Department of Labor.

13 So Duane just went over the
14 performance data, and I know sometimes we're
15 members outside of the Council that don't deal
16 directly with the Section 166 program. I
17 appreciate you bearing with us, but I think it's
18 important to understand the funding and some of
19 those things that are used for the justification
20 in supporting our program in the Department of
21 Labor.

22 On March 27, 2017, Secretary Acosta

1 signed the decision memo approving the
2 recommendations related to the performance
3 measures submitted by the Council, although I
4 want to make clear that everybody understands
5 that we are still reporting on the measures that
6 were a part of the Workforce Investment Act, not
7 the six performance indicators that were
8 implemented under the Workforce Innovation and
9 Opportunity Act.

10 So we are still reporting, as Duane
11 indicated, on entered employment, employment
12 retention and average earnings, and you can see
13 that we actually did very well. Our national
14 goal was 66; our result was 64. Employment
15 retention 78 or very close; the result was -- oh,
16 we exceeded it with 79, and the six months
17 average earnings, we exceeded that as well.

18 So we did very well using the WIA
19 performance indicators. So where are we with
20 moving forward with collecting under the new Act
21 -- well not the new Act, the Workforce Innovation
22 and Opportunity Act, WIOA? We have to develop a

1 case management system that has the ability to
2 collect those new measures, the six performance
3 measures.

4 In addition, this Advisory Council
5 submitted a request to the Secretary of Labor to
6 consider waiving some of those measures that they
7 did not feel were a good fit for this program,
8 and the Secretary agreed to that. So we have
9 been working very closely with all of those other
10 programs in the Department of Labor that
11 currently don't have the ability to collect under
12 the six required performance indicators that were
13 implemented under WIOA.

14 And those programs, Division of Indian
15 and Native American Programs, the YouthBuild
16 Program, the Senior Community Service Employment
17 Program, SCSE, and the Reintegration of Ex-
18 Offenders, they are considered discretionary
19 programs. So we don't consider Indian and Native
20 American programs a discretionary program, but
21 we're lumped in there with them because we don't
22 have the ability to report on those new measures.

1 Now the state formula funded programs,
2 they have the ability to report on the WIOA, the
3 six measures that were specified in the Act. So
4 they have been collecting over the past few years
5 and also establishing their baseline data. We
6 haven't even started that process because we're
7 dependent on the Grants Performance Management
8 System.

9 And so we roll out that system, that
10 whole first year will just be looking at baseline
11 data, the collection of baseline data. So that's
12 where we are with the performance indicators.
13 Now getting back to the request for waivers, we
14 did send out a Training and Employment Guidance
15 Letter, we call them TEGs, and I almost feel
16 like we sent that out a little too early.

17 But we wanted to make sure that
18 everybody was aware that the ability to submit
19 waivers has been approved by the Department of
20 Labor. We wanted to make sure that you had
21 general information on exactly what would be
22 required of the Department of Labor. Now when we

1 -- when we moved forward into the new funding
2 year, the grantees will have the ability to start
3 looking --

4 Well grantees actually have the
5 ability to request waivers at any time, to tell
6 you the truth. But we want to move forward
7 collectively, so that we have the ability to look
8 at all of our programs across the board, that
9 it's not just a hodgepodge of people selecting
10 random requests for waivers of this, that and the
11 other.

12 So we are going to be providing
13 extensive training to all of the grantees on how,
14 maybe how to best move forward in submitting
15 those waivers. We've had the Social Policy
16 Research Institute, Laura Aaron providing
17 training at all of our regional and our national
18 conferences on what it entails to understand
19 those measures and to understand that performance
20 and understand how we expect to roll out the
21 implementation of waiver requests. Sorry about
22 that.

1 I included I think in your packets
2 information on this. I know that we had
3 extensive discussions during the Council meeting,
4 during the last Council meeting when we discussed
5 the performance measures.

6 So I don't want to go into too much
7 detail here, because I think it's -- we had a
8 difficult enough time identifying what specific
9 waivers we wanted to collect. But it is in the
10 formal minutes, and it's laid out. I will be
11 providing you more information as we progress
12 during the regional and national conference.

13 The other thing I want to give an
14 update on is where we are with staffing our unit.
15 As I indicated earlier, we only have four federal
16 project officers. We have submitted and have
17 approved a position at DINAP for a full time
18 federal project officer, and it's currently
19 pending in the Office of Human Resources in the
20 Department of Labor, and we anticipate being able
21 to hire at least this year another project
22 officer.

1 When I talk about the Training and
2 Technical Assistance contract, I'll go into a
3 little more detail about what we envision under
4 that contract and about receiving some additional
5 support for our office through that contract.

6 Let me see. I think that's sort of
7 it, overview of DINAP and where we are with our
8 workload and, you know, the performance
9 indicators, where we are with staffing, where we
10 are with the budget, where we are with
11 performance. If there's any other specific
12 questions that the Council has of me before we
13 break for lunch, I'll try to answer your
14 questions.

15 MS. CAMPBELL: Christine Campbell,
16 Region 5. I'm not sure that you can answer this
17 question, but I know in our last grant go-around
18 with the competition, the competition held up
19 everyone getting their funds. And I know that
20 has something to do with the numbers, but I
21 wondered if there's a better way for the grant
22 officer to go ahead and allocate folks that are

1 not in competition?

2 That was I think a problem, a huge
3 problem. Folks were waiting to receive their
4 funding and they weren't even in competition, and
5 they were holding it up for one or two
6 competitive grantees.

7 MS. BROWN: That -- as we get nearer
8 to the funding opportunity announcement, we did
9 list all of the challenges, including that as one
10 of the challenges and how we hope to address it
11 moving forward. But I think that would certainly
12 be a good recommendation from me to bring forward
13 your concern.

14 MS. CAMPBELL: Thank you.

15 MS. SEVEN: So I guess related to
16 that, I think a problem we've seen in past years
17 is we did designation every other year. But then
18 the designation processes were always -- were
19 started like months before the program began. So
20 I think historically, I think designation wants
21 to start up like 10 months prior to the program
22 you're starting, like August.

1 But that didn't happen, and so it's
2 like predicting what will happen this next
3 designation period for the next four years. The
4 designation is for starting program year 2022.
5 So that means in 2021, which is only a year from
6 now, we hope to see the designation notices go
7 out probably August 2021, but not March 2022.

8 MS. CAMPBELL: They used to be in
9 January.

10 MS. BROWN: We no longer do the
11 advance notice.

12 MS. SEVEN: Okay. Okay.

13 MS. BROWN: At one time we had a
14 process that was in the regulations that required
15 an advance notice of intent to compete, and we
16 had a heads-up. Actually that process was very
17 well. I thought it went very well because we
18 knew in -- we knew in advance that none of the
19 tribes were going to get competition, and it's
20 very rare that even the tribal organizations get
21 competition.

22 But by doing the advance notice of

1 intent, we were notified who was actually
2 considering competition. So that was -- but we
3 no longer do that. Now it's a complete
4 competitive process. Our funding is amounts to a
5 funding opportunity announcement. So in essence,
6 everybody's competing, even though we know that
7 the tribes don't get competition.

8 I think it's 11:30. I want to go
9 ahead and break for lunch, and we'll be back here
10 at 12:30, and we'll move forward with the
11 nominations of chair, vice chair and secretary.

12 (Whereupon, the above-entitled matter
13 went off the record at 11:27 a.m. and resumed at
14 12:39 p.m.)

15 MS. BROWN: All right. Calling the
16 meeting back to order. Okay. The meeting is
17 called to order again. We are going to move into
18 the nominations and selection of Council
19 officers. So we're starting. Disregard the
20 PowerPoint up on the screen right now. We're
21 going to start with the nominations for the chair
22 of the Native American Employment and Training

1 Council, and from this point forward the chair
2 will take over and --

3 Kay was very good. She sent me an
4 email, which prompted me, because no one's really
5 ever asked me, well what's a chair required to
6 do? Well I think I sent out all of you a little
7 short description of the expectations of the
8 Council chair. Not only do they have a pulse on
9 whatever is happening out there nationwide with,
10 you know, all of the business related to Section
11 166 and 477, and every other area that we deal
12 with, but they also facilitate these meetings.

13 So hopefully they're required --
14 they're familiar with the charter, as I know all
15 of you are, the charter requirements. You have
16 to be somewhat familiar with the FACA
17 requirements so that you sort of know the do's
18 and don'ts of navigating through the complex
19 civil service system and political leadership.

20 You also facilitate the discussions
21 and keep these meetings going. You interact with
22 your colleagues and, you know, it helps to know

1 the Roberts Rules of Order. And then you follow
2 up with me as the Designated Federal Official. I
3 am the DFO for this Advisory Council, so I
4 interact with many of my colleagues here at the
5 Department of Labor.

6 I'm required to interact with the
7 committee management officer that oversees all of
8 the FACA Advisory Councils within Department of
9 Labor. So I periodically have to be accountable
10 to the Department on the actions of this
11 committee, including their expenditure reports to
12 go into GSA on a yearly basis.

13 So I work very closely with that
14 chair, and when that chair has questions about
15 the actions of this committee, they contact me
16 and I help provide an interpretation. I also
17 help confer with the chair on the agenda for each
18 meeting, because I may not be aware of items that
19 the Council wants on the agenda. So the chair --
20 it's the chair's responsibility to let me know
21 where they think the agenda should go. They also
22 follow up on all the recommendations of the

1 Council.

2 So basically I work very, very closely
3 with the chair for each one of these meetings,
4 and they are like my main point of contact for
5 these meetings. They're also responsible for
6 making sure that the minutes are produced, the
7 minutes summary. The transcripts for these
8 meetings are very, very long because they're
9 transcribed verbatim.

10 But we do have a summary that we try
11 to get out to the Council members. So the chair
12 is responsible for reviewing those minute
13 summaries and getting back to me if they see any
14 glaring errors. So that's sort of it in a
15 nutshell. Any questions before we move on to the
16 nominations for the Council chair?

17 (No response.)

18 MS. BROWN: Okay. Open up the floor
19 for nominations for Council chair.

20 MS. CHAISSON: Lora Chaisson. I'd
21 like to nominate Darrell Waldron for the chair.

22 MS. BROWN: Can you state where you're

1 from --

2 MS. CHAISSON: Lora Chaisson, Region

3 4.

4 MS. BROWN: Winona?

5 MS. WHITMAN: Winona Whitman, I second
6 the motion.

7 MS. SEVEN: Kay Seven, Other
8 Disciplines. I nominate Patty Hibbeler from the
9 Phoenix Indian Center or from Region 6.

10 (No audible response.)

11 MS. BROWN: Any other? Do we hear a
12 second on closing those nominations for one is
13 Darrell Waldron, and the other nomination is
14 Patty Hibbeler. Any other nominations? Okay.
15 So --

16 MS. CAMPBELL: Do we hear a second to
17 close those nominations and vote?

18 MS. BROWN: Okay.

19 MS. CAMPBELL: Christine Campbell,
20 Region 5.

21 MS. BROWN: We made a motion to close
22 the nominations. Do I hear any questions?

1 MS. SEVEN: Question. Do we need a
2 candidate speech from our nominees?

3 MS. BROWN: That would be fine.

4 FEMALE PARTICIPANT: That would be
5 good.

6 MR. WALDRON: We're all talked out.

7 (Simultaneous speaking.)

8 MS. BROWN: So does everybody feel
9 comfortable? I mean I know the tables are really
10 big in the cafeteria. Do you just want to make a
11 statement for the record as the nomination for
12 the Council chair?

13 MR. WALDRON: Ladies first.

14 MS. HIBBELER: So I'm honored to be
15 nominated as Council chairperson. I am CEO at
16 the Phoenix Indian Center. Our WIOA funded
17 program is our largest program that we have at
18 the Phoenix Indian Center, and many comprehensive
19 services. I have experience leading several
20 boards and committees forward.

21 I think I also have great experience
22 in really kind of bringing people with different

1 viewpoints together, to help lead initiatives
2 forward, and certainly would take that mind set
3 with this particular committee and working with
4 others outside of this committee to help lead the
5 initiatives forward for this committee. So thank
6 you.

7 MS. BROWN: Thank you, Patty.

8 MS. HIBBELER: And I'm enrolled at the
9 Confederated Salish and Kootenai Tribes of
10 Montana.

11 MR. WALDRON: I am honored. I had
12 this position before. I can't begin to tell you
13 the feelings I have of joy over this program and
14 the many years that it's been around and what
15 it's done in my personal life, taking me off the
16 streets and very potentially bad future I was
17 headed. I try to say it publicly all the time,
18 and I think that all of our Indian leaders have
19 benefitted from this program.

20 So I will fight tooth and nail for it.
21 I think that we need to really take a solid look
22 at the opportunities that are out there. I think

1 there has been some gains within this program. I
2 see more and more opportunities coming out of the
3 Department of Labor, and I think it's directly
4 related to this committee.

5 I think sometimes you're so hard in
6 the battle that you don't see the success. So
7 I'm looking to take us to the next level, which I
8 would love to do, get outside of the box,
9 progress forward, look at the opportunities that
10 are in front of us, not forgetting our past but
11 knowing that there's a future.

12 And it's about our youth that coming.
13 I'm going on 61, so I look more at the benefits
14 that we've created with this program. You don't
15 realize how many master's degrees you've produced
16 in Indian country and bachelor's degrees and
17 youth that don't have that trauma, that are
18 looking at wider and bigger potential for
19 themselves.

20 So I'm all about that, and I'll do the
21 best that I can. I appreciate the nomination.

22 MS. BROWN: Thank you. Let's go ahead

1 and move towards voting.

2 MS. WHITMAN: Excuse me.

3 MR. WALDRON: You have a question.

4 MS. WHITMAN: Can I make a comment or
5 a question? Winona Whitman. Are we allowed to
6 have co-chairs?

7 MS. BROWN: Yes. We're going to
8 accept nominations and vote on a vice chair,
9 which would basically serve as a co-chair of this
10 Advisory Council. In the absence of the chair,
11 the vice chair would facilitate these meetings.
12 And then we're also going to vote on a secretary.
13 And the secretary does the roll call for each one
14 of the meetings. They help, you know, with the -
15 - some of the recordkeeping.

16 Okay, all right. Let's move toward
17 voting. The first one is Darrell Waldron of
18 Rhode Island Indian Council. Can I have a show
19 of hands on the votes for Darrell Waldron?

20 (Show of hands.)

21 MS. BROWN: It shows 10. For Patty
22 Hibbeler?

1 (Show of hands.)

2 MS. BROWN: Four. So Darrell Waldron
3 it is.

4 FEMALE PARTICIPANT: Congratulations.

5 MR. WALDRON: Thank you. We'll be
6 working together. Besides, I want to come to
7 Phoenix.

8 MS. BROWN: Okay. Let's move for
9 nominations for the vice chair of this Council.
10 Darrell?

11 MR. WALDRON: I nominate Jacob Bernal.

12 MS. CARROLL: Second, Kim Carroll.

13 MS. BROWN: And Joe, you submitted
14 your nomination, so Joe Quintana, Region 6.

15 MS. WHITMAN: I'll move for Joe.

16 MS. BROWN: Okay. All right. Let's
17 have a show -- any other before I call -- okay.
18 The nominations have been closed. Let's go ahead
19 and move towards a vote. All those in favor of
20 Jacob Bernal for the vice chair raise your hand?

21 (Show of hands.)

22 MS. BROWN: I show eight. Joe

1 Quintana, raise your hand?

2 (Show of hands.)

3 MS. BROWN: I show six. So Jacob
4 Bernal, thank you. Secretary, nominations open.

5 MR. WALDRON: I'll nominate Kim.

6 MS. BROWN: Kim Carroll.

7 MS. CHAISSON: I'll second.

8 MS. BROWN: Also, just a reminder, I
9 know who you are, but --

10 MS. CHAISSON: Lora Chaisson, Region
11 4.

12 MS. BROWN: Just state who your name
13 is, who you are and your discipline or region.

14 MR. WALDRON: That was Darrell Waldron
15 nominating, Region 1.

16 MS. CHAISSON: Lora Chaisson, Region
17 4, seconded the nomination.

18 MS. BROWN: Any other nominations?
19 Kim? Well let's have a show of hands for Kim.

20 (Show of hands.)

21 FEMALE PARTICIPANT: I know that Kim
22 has won and elected in by acclamation.

1 MS. BROWN: So Darrell and Jacob, I
2 would ask that you come up to the table to help
3 facilitate the rest of this meeting, and I will
4 assist you because I know that I spent a good
5 time on the agenda. Just a FYI for the record,
6 is that I am the division chief, but in my
7 capacity at these meetings, I serve as the
8 Designated Federal Official in addition to being
9 the division chief.

10 So you'll see me answering questions
11 related to the program and related to the
12 Department of Labor, but while I'm in these
13 meetings I'm also serving as the Designated
14 Federal Officer. I'm probably the only other
15 person besides the chairman that could close
16 these meetings if I desired. But it has to be
17 for a good reason.

18 MR. WALDRON: I will call an emergency
19 evacuation.

20 FEMALE PARTICIPANT: Exactly.

21 MS. BROWN: So congratulations to the
22 new members of the -- the new, excuse me, not new

1 members, the new chair, vice chair and the
2 secretary. And Kim, for future reference, you'll
3 be doing the roll call. Okay. So we're going to
4 go ahead and move to the next item on the agenda.

5 MR. WALDRON: Which is lunch break
6 now.

7 MS. BROWN: No lunch breaks.

8 MR. WALDRON: No, we already had it.
9 So thank you everybody. So we're going to move
10 on to we're at the 1:00-1:30 portion of the
11 agenda, and we have a presentation to be done by
12 Tribal Tech. I think they're here. Are they
13 here?

14 MS. VASQUEZ: Yes.

15 MR. WALDRON: Yes. Welcome.

16 MS. VASQUEZ: Thank you. Would you
17 like me here?

18 MS. BROWN: Vicky, if you could go to
19 an empty chair.

20 MS. VASQUEZ: I come bearing goodies.
21 I was told -- I mean you know how it is. I'm a
22 former fed, 27 years with the government, and

1 we're not allowed to, as a contractor who is
2 serving you now, so to even buy coffee or, you
3 know. I think we can get water out of the water
4 fountain. So I know that some generosity from
5 your powers that be here that got you a few
6 snacks of waters and coffee, but I wasn't sure.

7 So and I know it's in the afternoon.
8 You've got to get powered through. So I brought
9 like some pretzels, some pirate booty, some
10 Welchs, and it looks like you already have food
11 and that's maybe some peanuts. So from Tribal
12 Tech, it cost us nothing. We do it for the
13 staff, so the DFO is here and it's going to cost,
14 okay. So share the wealth and keep you guys
15 awake.

16 Anyways, I'm Vicky Vasquez. I'm very
17 honored to be a part of your first meeting, and
18 from what I hear in a couple of years, Athena, is
19 this?

20 MS. BROWN: Yes.

21 MS. VASQUEZ: That's great, especially
22 for Indian country and the work that you all do

1 out there. I was listening to Darrell tell you
2 his story. I am from San Pasqual Band of Mission
3 Indians, the Diegueno in Southern California.
4 Like I said, I started in the federal government
5 many, many years ago, and my father was tribal
6 chairman and got me interested in education many
7 years, long before casinos were even thought of.

8 And from there, I went on and left the
9 government and started my own business. So we
10 were an 8(a), woman-owned, American Indian owned
11 business. Now we are woman-owned, still American
12 Indian, and I now also have another company
13 called Kellen and Associates, and that's new; I
14 just acquired in December.

15 The work that we do is mostly in
16 Indian affairs that we try and serve in the
17 health, wellness, education arena, and obviously
18 the Department of Labor is one of our if not our
19 newest contract as of last year. So I'm very
20 thrilled and honored to be able to present to you
21 Tribal Tech as a government contractor in the
22 work that we do.

1 I would like to introduce -- I'm sure
2 you've met Carl already. Yes? And Carl work
3 hand in hand with the folks here at DINAP and
4 also peeks in over at our -- we're in Old Town
5 Alexandria. So he peeks in over in our place and
6 keeps us abreast of what's going on.

7 Then we have Courtney, and Courtney is
8 the lead project manager. I have to read it
9 myself, the project manager. Carl's the project
10 assistant, and then do you have B.C. on the phone
11 or is she?

12 MS. BROWN: No, we --

13 MS. VASQUEZ: You lost her, okay.

14 Well B.C. is one of our subject matter experts
15 and serves on various contracts, but she really
16 wanted to be a part of this one. So she was very
17 fortunate to get to do that. And then last but
18 not least is a key person is Chris. Chris is our
19 contract -- chief contract officer for all of our
20 contracts at Tribal Tech. So that's that.

21 Some of the work, just to give you a
22 little snippet in the arena of drugs, alcohol,

1 substance abuse, opioids, suicide, bullying,
2 domestic abuse. Sadly but fortunately, the
3 contract for SAMHSA, what the contracts we get to
4 do.

5 I just left this morning. The
6 Administration for Native Americans is doing
7 their big meeting for the next couple of days
8 over at the Hyatt in Crystal City, and I met Dr.
9 LeBeau, who just turned 100 years old, a World
10 War II veteran. She was over there being honored
11 and to all grantees. We have probably over 500
12 people. This was their largest ANA meeting.

13 Today is also some work that we do
14 with the Office of Indian Education in the
15 Department of Ed. They're doing their tribal
16 consultation at the Indian museum right now. So
17 you can all run over and put your two cents in,
18 public speaking. Then they have a National
19 Advisory Council on Indian Education that will be
20 meeting Thursday and Friday.

21 So I think we have a lot of Indian
22 folks in town. I know NCAI's doing some

1 activities this week. So I kind of don't know
2 what hat I have on today, but we're running back
3 and forth and trying to meet all the folks. So
4 most importantly, I want you to know I really
5 appreciate Athena trusting in Tribal Tech to do
6 this work for you. And if there's anything we
7 can do to accommodate the Council as well, we'd
8 be honored so --

9 MS. BROWN: Thank you, Vicky.

10 I'd like to provide a little
11 background information to the Advisory Council,
12 because I know we have new members on board and
13 it's been a while since we met.

14 But we previously had then the
15 Economic Development Corporation as our training
16 and technical assistance provider, but based on
17 the Council recommendations we wanted to get a
18 feel for what other types of Indian-owned
19 companies were out there that might be interested
20 in providing training and technical assistance.

21 So we put out what is called a Request
22 for Information, and in that Request for

1 Information or RFI, we asked for responses from
2 various companies that might be interested in
3 this training and technical assistance contract.
4 We evaluated them all independently of each
5 other, and rated the information requests and the
6 information that the various companies had
7 submitted to Department of Labor.

8 After rating them, Tribal Tech scored
9 very, very high, and we felt like they were very
10 qualified, having done much of this work as
11 Victoria indicated for other federal agencies.
12 So in the same line of work, the administration
13 and management of the advisory councils and
14 beyond in technical assistance.

15 So I know Vicky's probably not
16 involved in the nuts of bolts of administering
17 our technical assistance contract, she's
18 basically the same as the policymaker, so I have
19 Duane here, who is the contracting officer's
20 representative.

21 What we wanted to do is present
22 information on the statement of work, the types

1 of deliverables that we have envisioned, because
2 I know that we may -- that we do receive
3 recommendations from this Advisory Council on the
4 types of TAT and we want to pursue for our
5 grantees to make them more functional.

6 Not only our grantees, but also the
7 477 program, or any employment and training
8 program across the nation that -- which our
9 grantees are involved. And -- but we have very
10 set deliverables and very set tasks and subtasks
11 under this contract, and we'd certainly like to
12 provide you with an overview of those tasks and
13 then get your thoughts as well.

14 So with that, I'm not sure if Tribal
15 Tech is going to summarize that or if you are
16 going to help facilitate that. Duane?

17 MR. HALL: Yeah. So if you can go to
18 the next slide, so this total contract award is
19 \$533,457, and that's one percent of our technical
20 assistance and training dollars. So that's why
21 we want your input, because this is, you know,
22 funding that comes from the appropriation.

1 This contract began January 21st,
2 2019. It's an annual contract with an option to
3 renew every four years. So we have an option to
4 renew it every year through June of 2024. So
5 here are the tasks, and again we -- some of these
6 may look familiar. These are some tasks that
7 we've done in the past.

8 We want to get input from the Council,
9 but as you know some of these tasks are -- we
10 have no choice, like support for the Advisory
11 Council. So Task 1 is support for the regional
12 and national conference. That's always been
13 something that's been supported by the Council.
14 This is to help small grantees attend the
15 national conferences, and we also provide
16 support, audiovisual and those types of things.

17 Task 2, provide administrative support
18 for the Native American Employment and Training
19 Council. That's what you see here. A lot of
20 work has to go into putting on these Advisory
21 Council meetings.

22 Task No. 3, provide support for the

1 Indian and Native American community of practice
2 and DINAP websites. As you know, we have the DOL
3 website, doleta.gov. That's the official
4 government website, and we have to do some work
5 on that and we asked our contractor to help us
6 keep that up to date.

7 Then I think it's been about ten years
8 we started the Community of Practice website. I
9 think that website is -- it comes in handy when
10 to put up training presentations from the
11 conferences. I use it a lot when we have to do
12 the two year, four year strategic plan and put
13 information up there. So we'd like your input on
14 the community of practice website if there's
15 anything you'd like to see done with that task.

16 Number four, provide customer support
17 for grantees on the web-based management system.
18 So right now, we're still under the BearTracks
19 system, and we're trying to go to the GPMS. What
20 does that stand for?

21 MS. VASQUEZ: Grantee Performance
22 Management System.

1 MR. HALL: Grantee Performance
2 Management System, GPMS. That was for you, Mr.
3 Tucker.

4 MR. TUCKER: Thank you.

5 MR. HALL: You're welcome. So when
6 that gets up and running, we know there's going
7 to be a lot of grantees calling and having
8 questions how to use it. So we want to train one
9 of the Tribal Tech staff to provide that customer
10 support. Right now, BearTracks is -- we have a
11 -- Tribal Tech has a subcontract with High Tech
12 Services, and High Tech Services, you call them
13 if you have an issue with BearTracks.

14 Task No. 5, develop training modules
15 of INA workforce professionals. This is
16 something that's been on the agenda of the
17 Council for some time, and we just haven't got it
18 off the ground. So we're going to try this
19 again. But we really feel if we had training
20 modules that you could do online or maybe they're
21 presented at the conference, maybe get some type
22 of certification from that, wouldn't it be nice

1 if your WIOA director or your case manager had a
2 certification, right? This says they're
3 qualified and they've passed certain criteria to
4 do this type of job.

5 So we're working on the -- those
6 modules, and then Task No. 6, assist DINAP in
7 special tabulations for the Census Bureau, to
8 update the funding formula. The Council has been
9 out since 2018, but between that time we've been
10 getting -- we haven't had a lot of pressure from
11 the Department about updating our census.

12 Not a lot of pressure from the
13 Advisory Council. There's been some interest,
14 but it was more maybe leave sleeping dogs lie as
15 they say. But since we last met, we were -- we
16 were asked to look into updating that census,
17 because the Department felt that this is somewhat
18 of a statutory requirement, to have the most
19 recent Census data for our formula funding.

20 This is -- it's a really big task.
21 It's expensive and it's a very important task
22 because this is how you get your funding, right.

1 So we determine how much money each tribe gets or
2 non-profit, based on the service area. So that
3 will be I guess a subtask or Tribal Tech will be
4 paying the Census Bureau for these updates. The
5 Census Bureau does not do special tabs for free.
6 This is a lot of work and you have to do a
7 interagency agreement with them, and ask them to
8 provide these special tabulations for you.

9 Those are the six tasks, so and we'll
10 just go through those, some of those tasks to
11 give you a little idea of cost and everything and
12 where we're at. So if you want to go to the next
13 slide. So we're at 62 percent of the contract
14 year, and we're about 33 percent spent. We've
15 spent \$177,000.

16 Other Direct Costs. Direct costs are
17 those costs where we reimburse our grantees for
18 travel to the conferences. We have some shipping
19 in there for shipping laptops, there's some other
20 direct costs, and then you have labor. You have
21 labor of our Tribal Tech staff, those folks that
22 we showed earlier.

1 And so those are the direct labor
2 costs. So we're at 33 percent right now, and
3 we're at about 60 percent of the year has passed.
4 But we have a lot of stuff coming up. The Census
5 tabulation, the estimate that we're getting from
6 Census is about right at \$100,000 is what we're
7 going to have to owe for the special tabulations.
8 We have the Western Regional Conference that
9 we're going to support, and we're going to
10 support the national conference.

11 Then we have Carl here in the D.C.
12 office, and that's one of the benefits of the
13 contract, is that under our prior contractor,
14 they weren't located in D.C. and that kind of
15 presented a challenge. It is so nice to have
16 someone here in the office, and I hope the
17 Council will take advantage of that.

18 If you have questions, you can contact
19 Carl. You'd probably want to go through Athena,
20 but he's there to assist Athena with any Advisory
21 Council things that are going on.

22 MS. BROWN: Keep him busy.

1 MR. HALL: You want to add to that
2 Athena?

3 MS. BROWN: Yes. Carl's been
4 instrumental in maintaining the updated list of
5 the Advisory Council, making sure that he's
6 sending out information to the Advisory Council,
7 keeping all of the mailing addresses updated, and
8 posting any of the materials as a result of this,
9 getting out the meeting summaries, and basically
10 just supporting all of my work in the national
11 office.

12 MR. HALL: Great. So this is just a
13 pie chart by category, showing how much we've
14 spent. You can see right now, the NAETC meeting
15 is, you know, one of our more expensive costs
16 right now. But that pie chart's going to change
17 as we go through the year. But so the next
18 slide.

19 And all this is -- I think we put this
20 in the packets, didn't we? Yeah. So again, Task
21 1. So far this year, we've done the Eastern-
22 Midwest Regional Conference. We had ten grantees

1 we reimbursed. That was about \$14,000. We've
2 got the Western Regional Conference. I don't
3 know how many we have so far for that one.

4 MS. BROWN: I think it's ten.

5 MR. HALL: We have ten? We have ten
6 grantees we've committed to reimburse for that
7 one so far, and then we have the -- a national
8 conference, which we usually have a large number
9 of grantees that we pay their way to the
10 conferences to get training, and there's another
11 cost with that as well. So next.

12 And then of course we have the NAETC
13 meetings. We've got to get out the Federal
14 Register notice. We've got all these meeting
15 materials, all that we have to put together. We
16 have meeting and lodging arrangements, and then
17 we have the contractor. We've got Courtney over
18 here taking notes, along with the court reporter,
19 and I think that's important she's capturing, to
20 make sure we get you back what you asked for
21 after this meeting.

22 And then we have -- we've got to

1 reimburse you all. So okay. Then we have the
2 support to the Workforce GPS and the DINAP
3 website. On this slide, we call it Workforce
4 GPMS. But that's the Community of Practice
5 website. That's our INA site. We've got to
6 update that. We have blogs on there. We put up
7 information, presentations we put up there after
8 the conferences. We've had 74 posts on the
9 Workforce GPS to date on --

10 MS. BROWN: Can I make a comment?

11 MR. WALDRON: Sure Kim, sorry. I'm
12 engrossed over here so I didn't see you.

13 MS. BROWN: I just want to emphasize
14 that the work that DINAP does on the Workforce
15 GPS through Tribal Tech and Carl is really,
16 really important because the whole department is
17 -- all of the programs under OWI are required to
18 use Workforce GPS.

19 So the communities, they used to be
20 known as Communities of Practice. But
21 Communities are now each individual program, like
22 the Youth Services, YouthBuild and other types of

1 initiatives are all under Division of Youth
2 Services and Adult Services.

3 So this is the way of the future that
4 the Department is heading. They want all of the
5 webinars and the training and updates to these
6 systems to be kept current, and periodically they
7 go in and they review it and if things are
8 outdated or need updating or they're looking for
9 reference materials, they will contact us and
10 Carl keeps that all current for us because he's
11 like the key point of contact.

12 So having him in the Department, he's
13 available to take that training that's offered by
14 the Department periodically to deal with those
15 internal systems. So what we hope to do in the
16 future, Vicky, is to really be able to utilize
17 the Workforce GPS site for webinars and for
18 training, not just to Section 166 grantees but to
19 all of those communities that we serve.

20 MR. HALL: Okay. I think we can go to
21 the next slide. Provide customer support to
22 grantees on the web-based case management system.

1 Again, we're not there right now, so we're using
2 High Tech. The subcontract with High Tech is
3 \$40,000. I don't know if we'll use all that.
4 Right now we're at \$20,033.

5 They've had -- they maintain a call
6 log of individuals that they support. They've
7 completed 56 technical assistance contacts
8 through January 31st. They're a big -- just
9 personally they're a big help to me. They're
10 some of our small grantees. They actually have
11 to send them a link so they can do screen-
12 sharing, because they actually have to kind of
13 walk them through on how to do things.

14 It can take, it can take a while to
15 get somebody. If they lose their whole
16 BearTracks software, they've got to go find it.
17 Or their computer got repaired. There's just a
18 whole host of issues that they deal with. So
19 that contract's important to us, to help our
20 grantees with BearTracks, and eventually that
21 will phase out the BearTracks system and we'll
22 hopefully go to a new web-based system. So

1 that's -- go to the next.

2 And then develop training modules for
3 INA workforce professionals. I think this is one
4 of the most exciting tasks, but probably one of
5 the more difficult ones. This is developing
6 curriculum for training modules. We can do
7 webinars or we can post videos up on our
8 Community of Practice website.

9 But we've got to find other ways to
10 train our WIOA professionals, and I think this is
11 -- one way to do it is to develop the training
12 modules, okay. We can go to the next slide.
13 Assist DINAP in purchasing special tabulations
14 for the Census Bureau. We already talked about
15 that. We'll probably talk about that some more
16 tomorrow during the Census topic.

17 And then I think that's it. Is there
18 another task? And that's it.

19 MR. WALDRON: That's a lot.

20 MR. HALL: Yeah.

21 MS. BROWN: So Duane, can you explain
22 the year that we're in and what we anticipate for

1 the --

2 MR. HALL: Yeah, yes.

3 MR. WALDRON: I think we have a
4 question over here to the right.

5 MS. HIBBELER: Thank you, Chair.
6 Patricia Hibbeler, Region 6. Just wanted to -- I
7 don't think there is, but I just wanted to ask,
8 is there any prioritization in the order of those
9 six, should funding run out at some point?

10 MR. HALL: Well, we think we have
11 funding for all six of those this year. Some of
12 these are going to go on beyond -- like those
13 train -- the training modules are not going to
14 get done in this contract year.

15 The contract ends June of this 2020,
16 and so we have option years, and as long as we're
17 satisfied with the contract we can continue that
18 work in the option years. I don't know if that
19 answers your question but --

20 MS. HIBBELER: Well, I think -- I
21 think the answer, I would guess, is there is no
22 prioritization.

1 MR. HALL: We don't have a
2 prioritization, no.

3 MS. VASQUEZ: And we do as we're told.

4 MR. WALDRON: You're going to deliver
5 all six?

6 MR. HALL: We're working to deliver
7 all six, yes, yeah.

8 MS. VASQUEZ: Absolutely.

9 MR. WALDRON: Yes ma'am.

10 MS. BROWN: The reason why these tasks
11 are in the statement of work and in the contract
12 is because we took the priorities of the work of
13 DINAP, as well as the recommendations from this
14 Council and incorporated them in the statement of
15 work. But that's not to say that, you know,
16 contracts can be modified and the recommendations
17 from this Council on the amount of money put into
18 these contracts is also taken into consideration.

19 Right now, we're in the -- we're using
20 the program year 2018 funds. So we haven't even
21 started on the 2019 funds, which will go into the
22 next funding year of the contract.

1 MS. VASQUEZ: Vicky Vasquez of Tribal
2 Tech, all the regions. If I could just add, for
3 example with our substance health/Mental Health
4 Service Administration contract, we had worked
5 many years and it wasn't until the last go-round
6 where they renewed, opioids became one of the
7 number one issues.

8 So the funding was appropriated from
9 Congress, and then they added a modification to
10 our contract to add the opioids exception versus
11 only suicide or drugs. They wanted a specific.
12 So now that's part of the work that we do. So
13 you may work with Athena and the DINAP team to
14 find that, you know, anything could happen from
15 month to month, day to day, year to year. That's
16 where we're, you know, amenable to any change.

17 MR. WALDRON: You have questions?

18 Kay.

19 MS. SEVEN: So I have two question for
20 Task No. 6, assist DINAP with the special
21 tabulations. Wasn't there an announced schedule
22 for Department of Labor programs on when you need

1 to have your special tabulations complete or is
2 there a window when that request needs to be made
3 to the Census?

4 And in the tabulation, I don't know;
5 maybe you're going to cover it tomorrow, but what
6 will the formula consist of, because we are still
7 using 2000 Census data for our formula. So what
8 is the new formula is going to comprise of? Is
9 it going to be part of the 2020 Census plus maybe
10 the last, the latest ACS survey? Those kind of
11 questions I was wondering about.

12 And then the second question is, you
13 know, a web-based or a training program like an
14 industry certification program for our Native
15 workforce development professional, whether
16 you're 477 or 166, is that maybe going to be a
17 partnership of maybe the Tribal College
18 initiative? Is it going to be associated with
19 the Tribal College maybe?

20 So I'm just -- or is going to be a
21 strictly in-house Department of Labor training?
22 So --

1 MR. HALL: So I'll take the first one
2 on the Census. So I think what the law said, or
3 maybe it's in regulations, that these formulas
4 are supposed to use the most recent data
5 available in the census, though it doesn't say
6 what year you're supposed to use. There's no
7 time line.

8 But again, we got some push from
9 senior level officials here recently that you
10 really need to update your census data or take a
11 look at it, and start that conversation. So that
12 we don't have a time line when we're going to
13 implement the census. We have had a handful of
14 meetings with the Census Bureau, gave them the
15 specifications, give a statement of work of we
16 needed.

17 And so we're trying to get some
18 tabulations back to us, and we probably would
19 start Athena and Darrell and that we start a
20 Census Work Group like we did last time. So but
21 it is, you're right, it's the 2000 Census. It's
22 very old. The challenge became that in the 2010

1 decennial census, they stopped putting in low
2 income or poverty level data, and unemployment
3 data in the regular decennial census form.

4 They started this new form called the
5 American Community Survey. And so there's some
6 concerns about the American Community Survey. I
7 don't know if it has a big sample size, and you
8 have to add like five years of these community
9 surveys or one year surveys and have like a five
10 year American Community Survey.

11 So our population is very small,
12 right? We're like one point -- we only use alone
13 data. We don't use combination data. So people
14 who say they're -- they've got to say they're all
15 Indian. If they say they're part Indian and part
16 something else, we don't count those people as
17 far as the census.

18 So it's a small, you're looking at a
19 small population. So the sample size is very
20 small, and there's a lot of concern how accurate
21 the sample data is. I'm getting into the weeds
22 and probably taking up what tomorrow's

1 conversation is. But we can continue that. I
2 think those are good questions that we'll answer
3 tomorrow.

4 On the other question, I think we're
5 really open to how we deliver these training
6 modules, and community tribal colleges could very
7 well be a method of delivery, and where you give
8 certification or credits through. But that's,
9 that's to be decided. That is something that
10 certainly we welcome input from the Council on.

11 MR. WALDRON: Any questions?

12 MS. BROWN: With that, I'd also like
13 to talk a little bit about one of the areas that
14 I -- that in absence of the Council I made a
15 decision on behalf of the Division of Indian and
16 Native American programs, to use a portion of our
17 Training and Technical Assistance funds to
18 support what we call a TA to PA, and that stands
19 for training assistance to program
20 administration.

21 Many of the programs within Department
22 of Labor utilize their training and technical

1 assistance dollars for that same thing. What it
2 is is staff support. It helps out DINAP with a
3 full-time staff that can -- that is basically
4 program. It's serving in a program
5 administrative function, and we dedicate some
6 dollars. We dedicated some of the program year
7 2019 dollars.

8 We haven't got that staff on board
9 yet. We're hoping to get them on board, and the
10 position is -- it has to be approved by the
11 senior leadership within Department of Labor and
12 it was. The Secretary actually signed off on our
13 request to support the program through the
14 program administrative dollars. That would come
15 out of the program year '18 funds, or is it '19?
16 '19.

17 So we haven't yet used those funds,
18 but we're planning to use that in the future. I
19 think it's -- this is detrimental to our program.
20 As I explained a little earlier, we only have
21 four program staff on board right now, and that
22 process is very, very long for bringing somebody

1 on board. It's proven to be long even going
2 through what we call the TA to PA process now
3 because we had to put out the position in an
4 advertisement very similar to advertising another
5 position very similar.

6 But so we had applicants that applied
7 for it. It's under Indian preference, so we want
8 to make sure that we hire a Native American
9 person who's familiar with our communities, and
10 they would dedicate their time to program
11 administration.

12 MR. WALDRON: I'm sorry.

13 MR. PAHMAHMIE: Erwin Pahmahmie,
14 Region 4. I'd like to acknowledge that, you
15 know, that's good that, you know, we've passed
16 resolution at NINAETC 477 training conference,
17 you know, in support of DINAP. It's good to hear
18 that they're listening to us of some sort, I
19 guess.

20 I mean because we realize that yeah,
21 it's a daunting task to do all the grantees and
22 there's only four of you guys. I know Mr. Craig

1 had just left his recently, right, like last year
2 or something?

3 MS. BROWN: Yes, and we have not yet
4 filled Craig's position. That position we have
5 advertised under Schedule A, which is Indian
6 preference for federal agencies other than the
7 Bureau of Indian Affairs and Indian Health
8 Service, and we are in the process of trying to
9 get that position filled. So we're close to it
10 but not there yet.

11 MR. PAHMAHMIE: Okay.

12 MS. BROWN: So this would be an
13 addition. So the position that Mr. Lewis vacated
14 is hopefully we will be able to pull in a full-
15 time person, in addition to the program
16 administration person. Thank you.

17 MR. WALDRON: Thank you very much. So
18 we look forward to working with you. I'm very
19 happy to see some new training modules. I think
20 we do need an upgrade. We have an absolutely
21 wonderful conference that's been going on for
22 many years. But I've been noticing in the east

1 that the Ivy League colleges are now offering
2 Native American training and assembling advisory
3 boards, and there's a concern that our training
4 will get out of Indian hands.

5 So thank you very much, and Carl has
6 been a godsend because he answers the phone when
7 you call. He can use a phone. So you know,
8 kudos to Carl.

9 (Applause.)

10 MS. VASQUEZ: If I could just add, if
11 any of you in your areas, Tribal Tech and Kellen
12 and Associates offers an opportunity for
13 internships. So if you do have any -- and I
14 don't like to put priority to our Native kids,
15 but I do put priority to our Native kids. So if
16 you have some Native students and non-Native,
17 we'd be happy to look at them.

18 You think you'd get bombarded with
19 interns. We really don't, but we do get a couple
20 pretty much throughout the whole year. So I
21 offer you all that opportunity for some of your
22 students that would be interested in working at a

1 small business, plus we have connections
2 throughout the federal agencies that are always
3 looking, too. We've just to get them here.

4 MR. WALDRON: Thank you very much, and
5 I see our next guest has arrived right on time.

6 VOICES: Thank you.

7 MR. WALDRON: It's very good to see
8 we're on --

9 MS. VASQUEZ: Congratulations to the
10 new leadership.

11 MR. WALDRON: Thank you very much.

12 MS. VASQUEZ: Thank you.

13 MR. WALDRON: So Ms. Carolyn Jones.

14 MS. JONES: Thank you and I want to
15 say thank you for Athena for extending the
16 invitation for me to come here to speak with you
17 guys today. My name is Carolyn Jones. I'm a
18 senior policy advisor with the Office of
19 Disability Employment Policy, and I work on the
20 new team.

21 I know I sent a presentation earlier
22 in the week. I'm wondering whether or not you

1 guys had that. It's a PowerPoint presentation
2 that I sent. Okay. So how many, how many of you
3 are familiar with the Office of Disability and
4 Employment Policy?

5 PARTICIPANT: A little.

6 MS. JONES: Okay, okay. Before I jump
7 into my presentation, I just want to start out by
8 saying that this year marks the 30th anniversary
9 of the Americans With Disabilities Act.

10 Now this legislation, this landmark
11 legislation worked to increase access and
12 opportunity for people with disabilities and
13 employment, and the U.S. Department of Labor
14 Office of Disability Employment Policy, we
15 launched a year-long celebration focused on the
16 theme of -- the next slide, please.

17 Focused on the theme of increasing
18 access and opportunity. On our website, we have
19 a number of activities that are going to be
20 available each month all year long, and ODEP is
21 committed to delivering access for people with
22 disabilities, including employers, to ensure that

1 their policies and practices are equitable and
2 inclusive for all people with disabilities.

3 Next slide. Just to give you a bit of
4 background about the Office of Disability and
5 Employment Policy, we are a non-regulatory agency
6 within U.S. DOL, and non-regulatory simply means
7 that we do not have enforcement power. We are a
8 policy shop. I'm the senior policy advisor. I
9 research, I write policy that promotes access and
10 equity in employment for youth and adults with
11 disabilities. That's what I do.

12 A big part of our work is
13 demonstration projects. So we invest in
14 demonstration projects, and that's how we get our
15 research, quantitative and qualitative data.

16 Next slide, please. Now we focus on
17 cross-disabilities, meaning that we focus on
18 working with people with all disabilities,
19 sensory disabilities, with people who are deaf
20 and hard of hearing, cognitive disabilities,
21 people who have autism, bipolar. My mother was a
22 person who had bipolar disorder.

1 Physical disabilities, someone who may
2 be a wheelchair user or have a spinal cord
3 injury, and we work to improve gainful
4 employment, particularly family-sustaining wages,
5 which is really important to us.

6 Next slide, please. Now I'm a senior
7 policy advisor on the youth team. We focus on
8 youth activities. We focus on transitioning from
9 high school to secondary to post-secondary
10 education. We really focus on competitive,
11 integrated work with sustaining wages.

12 We also focus on making sure that a
13 young person has career exploration and career
14 leadership opportunities. That could be an
15 internship, that could be job shadow experiences,
16 that could be, you know, having a mentor work and
17 talk to them about possibilities in terms of
18 careers. You know, we know everyone will get a
19 job but we focus on people getting careers.

20 Next slide, please. Now I mentioned
21 that one of the things that we do is we invest
22 money in demonstration projects. So and we know

1 that apprenticeship is an employer-driven
2 strategy in which employers can pipeline talent.
3 They can train. Apprenticeship -- first of all,
4 apprenticeship is a job.

5 So a person going into apprenticeship,
6 they're an employee from Day 1. So it provides
7 an opportunity for employers to pipeline their
8 talent and future talent. It provides an
9 apprentice or a job-seeker an opportunity for not
10 only a job; they pay related instruction, which
11 leads to some type of post-secondary credential,
12 and it also provides them with a portable
13 credential that they can take from state to
14 state.

15 So I'm working on an apprenticeship
16 investment opportunity. So it's a demonstration
17 project that we're going to talk about during
18 this presentation.

19 Next slide, please. Now ODEP invested
20 \$1.9 million in an apprenticeship demonstration
21 project. In 2017, President Trump passed an
22 executive order to increase apprenticeship across

1 all industry sectors, particularly for under-
2 represented populations. The population that I
3 work with are considered under-represented,
4 meaning people, youth and young adults with
5 disabilities and adults with disabilities.
6 They're considered under-represented populations.

7 So what we wanted to do, we wanted to
8 take that \$1.9 million, which is a two year
9 project, and research, evaluate and test
10 innovative approaches to occupational skills
11 training that leads to some type of a credential.
12 We knew we wanted to not focus on the traditional
13 occupations; we wanted to focus on careers in
14 which one would come out with a sustained wage,
15 whether that was information technology, advanced
16 manufacturing and health care career pathways.

17 We knew that we wanted to target at
18 least 500 working age youth and young adults with
19 disabilities between the ages of 16 and 64, and
20 we knew that we wanted to connect them with
21 supportive services. Perhaps the young person
22 needed a job coach. Perhaps they needed child

1 care services if they had a child. Perhaps they
2 need transportation. We knew that they needed
3 supportive services.

4 If you do all this work and invest all
5 this money and you don't provide the wrap-around
6 services, you're throwing away money.

7 Next slide, please. So we went out.
8 So another thing we knew that we needed in order
9 to make it easier for companies to say yes to us,
10 we needed a workforce intermediary. A workforce
11 intermediary is an organization that would go out
12 and work with the people on the ground. So they
13 would connect with VR, they would connect with
14 the American Job Center, they would connect with
15 faith-based organizations, they'd connect with
16 the job seeker.

17 They'd do the screening of the job
18 seeker. Then they'd refer the qualified
19 candidate to the employer. We want to get the
20 yes. So we wanted to take all those barriers
21 away for employers to say hmm, that's a hard
22 population to work with. Uhh, not really,

1 because with WIOA, you know WIOA will provide
2 those wrap-around services.

3 So the intermediaries we recruited are
4 Apprenti, JFF and H-CAP. So the pilot
5 organizations, Amazon is one of our pilot
6 organizations. So and we have different
7 occupation types in which they're working with
8 people with disabilities, cloud support
9 administrator, software developer engineers,
10 network developer engineers and data center
11 technicians.

12 And that particular project is focused
13 on veterans with disabilities. Now we know
14 veterans 18 years or over go off to war. They
15 come back at 19 and they have a disability or
16 they have some other thing happening in terms of
17 their mental health. The industrial
18 manufacturing technician apprenticeship, now
19 that's focused on all disabilities.

20 Now a machine operator, you think it's
21 a simple job. It's really not. It's based on
22 technology. They're operating a computer fixing

1 machinery. They're not working with their hands
2 that way. They're programming machinery.

3 Microsoft is another one of our pilot
4 organizations, and they are focused on youth and
5 adults with disabilities on the autism spectrum,
6 and they are training folks in software
7 development.

8 Now our last pilot project is run by
9 H-CAP, which is the health care intermediary.

10 Now this health care intermediary has a lot of
11 hospitals, so they work with hospitals and
12 clinics. So I couldn't list all of the hospitals
13 and all of the clinics, and they're training
14 folks in medical coding, central sterile
15 processing, as well as community health worker.

16 One thing that I want to say about all
17 these pilot organizations, our goal is to hire
18 500 apprentices across the entire spectrum of
19 these four companies. They're actually in 18
20 states. There's 18 states and 21 sites, 18
21 states, 21 sites. So as of December 31st, of the
22 500 apprentices we have 150 apprentices placed.

1 51 percent of those apprentices are actually vets
2 with disabilities.

3 So uh-huh, and we know that only ten
4 percent of the people with disabilities disclose,
5 but we know there's 30 percent. What we're
6 trying to do is work with them because when a
7 person has a disability, let's say they come back
8 and they have post-traumatic stress disorder, for
9 example a vet, a young vet, 19 years old, 20
10 years old, he's been programmed to say if you
11 tell anyone that you have a mental health
12 condition, you're out. Everyone's going to know
13 it and they're going to label you.

14 So you're 19 years old. You really
15 don't know what to do. So what we're trying to
16 do is work with them to let them know that it's
17 okay, also working with the employer for them to
18 create an environment in which a person can bring
19 their whole self to work. Because if you need an
20 accommodation in order to complete your essential
21 job tasks, the employer needs to know about it.

22 Otherwise, you're put on a PIP, a

1 performance improvement plan, and you're
2 terminated. That doesn't have to happen if
3 you're a person with disabilities. You're really
4 protected by the law. If you disclose to that
5 employer that you have a disability and you need
6 an accommodation, they should be providing that.

7 Plus we have, we fund a technical
8 assistance center that will come out and work
9 with the employer. It's called Job Accommodation
10 Network. So I don't care what your disability
11 is; they can work with the employer and they'll
12 work with the employee, and anything they do with
13 the employee is confidential. They will not tell
14 the employer.

15 It's a free service. It's free to
16 anyone. It's free to parents, it's free to
17 employers, it's free to job seekers, it's free to
18 educational institutions. It's free to everyone.
19 So we make sure that they are aware of the
20 resources that are available to them.

21 Next slide, please. So here are the
22 sites that we're operating in across the U.S.

1 Also, we have a Community of Practice for those
2 folks who are interested in developing an
3 apprenticeship program. We're developing five
4 policy and practice briefs regarding the
5 promising, promising efforts that are coming out
6 of this project so we can share with everyone, so
7 they in turn can scale and replicate this model.

8 Next slide, please. I went over this
9 slide. 150 of the 500 apprentices we are working
10 with, 66 percent are in the IT sector, 14 percent
11 are in health care and 20 percent are in advanced
12 manufacturing.

13 Next slide, please. Here's the
14 demographic make-up of those apprentices. As I
15 mentioned, 51 percent are veterans, which was
16 very surprising to me. They're young veterans,
17 meaning that, you know, they're 19 years old,
18 they're 20 years old. They're young, up to 26.
19 But we do have some older veterans, but I'm
20 saying a number of them are young.

21 Next. Now we do have some
22 apprenticeship resources that I would like to

1 share, and if this presentation would be shared,
2 that will be great. Now at the bottom, there's
3 our links that we have, apprenticeship work
4 videos. Those videos feature youth and adults
5 with disabilities and apprenticeship. We also
6 have an apprenticeship tool kit and we have
7 apprenticeship guides.

8 Next slide, please. I mentioned that
9 we have a Job Accommodation Network, which is
10 JAN, which is an absolutely free resource for
11 employers. It's free for everyone. So there's a
12 number of ways in which a young person or an
13 employer can speak with JAN. You can text them,
14 you can FaceTime them, you can call them, you can
15 Skype.

16 So there's a myriad of ways in which
17 one can communicate with them. But again, this
18 is a free resource.

19 Next slide, please. There's my
20 contact information. Here's the video. I'm not
21 sure if we can play this video. All you have to
22 do is just tap it in the middle, put your cursor

1 and tap it in the middle. It should load, there
2 you go.

3 [VIDEO PLAYS.]

4 MS. JONES: So okay. Entertain any
5 questions. Yes.

6 MR. WALDRON: Back to, and as a
7 discussion of our historical trauma and Native
8 Americans come across the table, and we're really
9 starting to hone in on this definition. Is that
10 something that would be added to the list, and do
11 you have any Native American programs or Native
12 American individuals in your apprenticeships?

13 MS. JONES: In that particular model,
14 I don't believe anyone has disclosed. We'll
15 check that off. No, no. I can tell you
16 concretely no, because I've looked at the stats,
17 and I can tell you that is a disability.

18 MR. WALDRON: Oh, so that's classified
19 now --

20 MS. JONES: Oh yeah, it's a
21 disability.

22 MR. WALDRON: Historical trauma?

1 MS. JONES: So yeah, it's a
2 disability. Anyone with a disability, this is
3 open to anyone with a disability, yeah.

4 MR. WALDRON: So the trade unions now
5 have, at least in New England, have classified
6 some of the apprentices as an associates
7 division. So I can tell you that if you don't
8 have it. I know the carpenters and the plumbers
9 and the electricians, through their union
10 journeymen, they'll get an associates degree for
11 the trade. So I know in that building --

12 MS. JONES: Yeah, I'm aware of it.
13 I'm aware of it, and the young woman who was part
14 of the shipbuilding apprenticeship, she actually
15 -- she'll be graduating with a B.A. So in that
16 particular one you get a B.A. Some are AA's and
17 some are, you know, bachelor's degrees. But that
18 particular one for her is a bachelor's degree.
19 So yeah, they vary. Yes.

20 MR. WALDRON: Jacob.

21 MR. BERNAL: Yeah. I apologize that
22 I stepped out for a few minutes, and I may have

1 missed it. But do you have the sense of the
2 Native American participation in the program?

3 MS. JONES: For this particular
4 demonstration project, we do not have any
5 participation of Native Americans in that
6 particular program. But I mentioned that it's
7 open to everyone, yeah. We have no restrictions,
8 meaning as long as you're a person with a
9 disability, anyone can apply, can participate.

10 MS. SEVEN: So is that -- did that
11 just start recently?

12 MS. JONES: That project launched in
13 September of 2018.

14 MS. SEVEN: When is the project over
15 with?

16 MS. JONES: It sunsets September 2020,
17 but we are looking to do some other things, and I
18 can definitely keep Ms. Brown aware of those
19 things that are coming up, so we can make sure
20 that it's amplified in the Native American
21 community. Yeah, and we welcome -- we're always
22 looking for people with disabilities.

1 MR. WALDRON: Darrell Waldron, Region
2 1. We've begun some work with the Veterans
3 Administration in New York around post-traumatic
4 stress, and we have an Indian woman there who did
5 five combat tours. She ended up with five combat
6 tours, that she did five combat tours and she's
7 involved in a program. She's trying to get other
8 Native Americans trained to get into these
9 positions to work with other Indians, and they
10 have a little group there.

11 But it's amazing to sit and talk with
12 her, and she's a little bitty thing, of how she
13 ended up doing five combat calls in the Gulf.
14 Just unbelievable, but to see what it has done to
15 her, it's just incredible. Good work.

16 MS. JONES: Yeah, I have lived
17 experiences. My father was part of the whole
18 thing. So I think most of my family except for
19 me, yes. I'm very familiar, yes.

20 MR. WALDRON: Kay.

21 MS. SEVEN: Kay Seven, Other
22 Discipline. So what's interesting about your

1 story and then for potential future demonstration
2 projects is that the locations are likely in the
3 urban areas where Amazon, the Amazons and
4 Microsofts have big companies and plants.

5 At home, I live in rural Idaho. We
6 have a lot of tribal members that don't even want
7 to leave the reservation. So we just had a
8 conversation recently where our tribal leaders
9 want us to think outside the box, be innovative
10 on how we're going to have some people journey
11 out of the building trades, and I'd love to see
12 some journey out of the manufacturing trades
13 because our region's strong growth in
14 manufacturing has gone up to like over 135
15 percent.

16 So what I'm telling our group, and I
17 think you've heard me say this in our group, is
18 that to think outside box we need to think of
19 21st century relocation. We have terrible
20 nightmares and memories of relocation the
21 government imposed on us back in the 1950's and
22 60's. But it's the 21st century, and if this is

1 tribal self-determination that we need to talk to
2 our people, our community that this is a
3 relocation program by our design.

4 This is how you're going to be
5 supported, by leaving the reservation area and
6 going to the city. To journey out of a trade we
7 need a skilled Native labor or a Native workforce
8 here in our region.

9 So that's how we're talking right now,
10 and I think if maybe Phoenix or if LA or in
11 Denver or Rhode Island, let's say yeah, where
12 working with DOL just has like 50 seats for
13 Native individuals with disabilities, that we --

14 So that it's open to anybody across
15 the country. We might think about sending
16 someone back to relocate to the urban area for
17 four years or however long it takes to journey
18 out of a craft or these programs and come back
19 home. So I just wanted to share things that we
20 can do as a group. Think outside of the box,
21 because I would love to have somebody say
22 somewhere across the country that this is our

1 specialty.

2 We have really strong agreements with
3 Amazon, with Microsoft or building trades, and we
4 can -- we found the support to train 50 people
5 that want to come here. So I just want to share
6 an idea at this point.

7 MS. JONES: I think that our closest
8 site to your reservation is probably in Oklahoma
9 and Minnesota.

10 MS. CARROLL: Kim Carroll, Other
11 Disciplines. I was going to ask about that,
12 because many of these places, particularly Amazon
13 is what I'm thinking of, have locations that
14 weren't identified on the map. I'm wondering if
15 it's open in those locations as well.

16 MS. JONES: No, it's a demonstration
17 project, so we only had so much money. Yeah.
18 They had countless locations, but to have people
19 in all those locations you need more than \$1.9
20 million.

21 MS. CARROLL: True.

22 MS. JONES: But absolutely you're

1 right, and the same with Microsoft. They have a
2 ton of locations.

3 MS. CARROLL: It would be interesting
4 to see if they, if the companies themselves are
5 looking to expand.

6 MS. JONES: Yeah. One of the criteria
7 is for them to sustain the program after we exit,
8 and yes, they're going to sustain the program
9 once we exit.

10 MR. WALDRON: Any other questions?
11 Great. Thanks very much.

12 MS. JONES: Okay, thanks guys.

13 MR. WALDRON: And that's her website,
14 you don't mind us all calling you.

15 MS. JONES: Absolutely no, I welcome
16 it, because I'm going to need your help when it's
17 time for recruitment again in a few months.

18 Okay, thanks.

19 MR. WALDRON: Carl, I don't know if we
20 did a sign-in sheet for everybody?

21 (Off mic comments.)

22 MR. WALDRON: So we have just three

1 minutes with counting down to Patrick Pizzella.

2 MS. BROWN: Pizzella.

3 MR. WALDRON: Pizzella?

4 MS. BROWN: Yes.

5 MR. WALDRON: Deputy Secretary of
6 Labor. I was just informed that he may be ending
7 at 2:30 instead of 2:45. So we had early
8 discussions this morning around things. Now is
9 the chance to ante up, as they say, to get in the
10 game. Then after him, we'll have a break for
11 those people who --

12 (Off mic comments.)

13 MR. WALDRON: So we're passing out
14 some of those potential workshops and we can
15 create new ones.

16 MS. BROWN: Work groups.

17 MR. WALDRON: Work groups, sorry,
18 workshops. My phone has been ringing over here.

19 (Off mic comments.)

20 MR. WALDRON: So this is a draft.

21 MS. BROWN: Okay. I just wanted to
22 say that Duane just handed out our last attempt

1 to update our work groups. We really have four
2 work groups, and then of course just a quick
3 note, that these work groups report to the
4 Advisory Council. They're not making an
5 independent recommendation from their own. Their
6 recommendations from the work groups are
7 presented to the Council, and only the Council
8 has the ability to make the formal
9 recommendations.

10 So for those new members that are
11 here, you know, I would urge you to review the
12 work groups that we currently have in place, and
13 we have four. Currently, we have the Census Work
14 Group, we have the Effective Management Work
15 Group, we have the IT Reporting Work Group, and
16 the Performance Work Group.

17 MR. WALDRON: Oh, so I was just
18 talking -- I think I'll wait. I think our guest
19 is here. No, no. That perhaps we can do a needs
20 assessment throughout our grantee community on
21 the weaknesses they have in operating their
22 programs, suggestions that they may have. You

1 know, when we have these calls, a lot of people
2 are not on it. A lot of people I think are
3 intimidated to say hey look, I'm having a real
4 hard time with this portion of my program.

5 So I was wondering if the new tech
6 could maybe do a quick survey, and we can address
7 it in Rhode Island, we can get it off to kind of
8 get in a tighter understanding of their needs.
9 Some of the stuff that you mentioned this morning
10 is a bit concerning, and from conversations I've
11 had with some smaller grantees, they are confused
12 about some issues on training.

13 Particularly some of them or a lot of
14 them think they are already operating under WIOA,
15 and not WIA. So maybe, I don't know who I would
16 take that up with, but a community assessment
17 going out to our grantees, 166 and I assume 477
18 as well. Perhaps you've got to run that by them,
19 but to get that out and find out what their
20 weaknesses are while we still have some slots
21 available for Rhode Island.

22 MS. BROWN: Just put out a Survey

1 Monkey.

2 MR. WALDRON: Yes.

3 MS. BROWN: Because we do have subject
4 matter experts outside of the Advisory Council,
5 and Norm DeWeaver works on the census, and he's
6 one of the leading experts on our census. And of
7 course we want to make sure that we include 477
8 in that effort.

9 MS. SEVEN: I know with the census too
10 at -- when we were in Las Vegas, the pro bono
11 attorney for NARF, his name was Jim Tucker, is
12 going to be a presenter on Thursday on the
13 Census. He sits on the same table with Norm on
14 their National Advisory group with the Census.
15 So he's very passionate about census numbers, and
16 so he might be another subject matter expert that
17 we might want to look at.

18 MR. WALDRON: We're seeing problems in
19 our younger Indian communities where they want to
20 identify their other parent, and don't want to
21 just say Indian alone. It's become an issue with
22 a lot of these 20's, mid-20's I guess and

1 younger. We've actually gotten discussions with
2 them because they're not enrolling in their
3 tribes.

4 So they come in for services and we're
5 like well you don't, ah, well no, because I
6 can't, you know, recognize my other half. It is
7 growing, I think, larger than we realize. There
8 may be more of them than of us, right. So I
9 think it's one or the other things that we need
10 to work at, and maybe in a workshop or something.

11 We picked up a Census grant, but we're
12 fighting that, that they want to say, you know,
13 Indian and Asian or multiple tribes, you know.
14 So it's growing and it's scaring me. It's
15 affecting membership in the programs.

16 MS. BROWN: So do you want to have a
17 quick discussion before the deputy secretary
18 arrives, and then when he arrives, we can stop
19 there and continue the discussion, just so that
20 we're not wasting time?

21 I wanted to just quickly go over the
22 -- what we require for the work groups, and then

1 once we develop those work groups, I think we
2 need to -- we really do need to update the
3 mission and objective of each one of those work
4 groups, in addition to talking about any
5 deliverables.

6 So like, like for instance, under the
7 Effective Management Work Group previously, I
8 think the Council developed our story, and that
9 was a deliverable because we had assigned
10 somebody to write, to actually produce a video
11 and to write a paper; is that correct? And so
12 that was a deliverable as a result of the
13 assignment for the -- for that work group. Under
14 the Census, of course you know tomorrow we'll
15 have a better idea of what we expect to
16 accomplish out of the Census. And then of course
17 putting that out there to anybody else who wants
18 to participate.

19 The IT Reporting Work Group, we
20 combined those, and the IT and the Performance
21 Work Group work hand in hand because of the
22 development, as I explained, of the Grants

1 Performance Management System, the GPMS. And
2 then where we envision going with reporting down
3 the line. So those two work groups, even though
4 we kept them separate, they still sort of
5 interact.

6 The performance, I think the
7 performance measures or the performance work
8 group was the one that -- the one work group that
9 I can think that was most active, because they
10 actually had formal meeting and they came out
11 with substantive recommendations presented to
12 this Advisory Council. We were able to get a
13 formal motion and move forward to making those
14 recommendations to the Secretary of Labor.

15 So with that, I guess -- and then if
16 there's any other additional types of work groups
17 that you think should be formulated, then that's
18 open for discussion at this meeting as well.

19 But one other quick announcement.
20 When we had meetings for the work group, because
21 this Council and our Training and Technical
22 Assistance contract does not cover the cost for

1 bringing those meetings together, except maybe in
2 rare occasion. I think for the Performance
3 Measures Work Group we did support bringing the
4 meetings together in a formal fashion because we
5 wanted them to come up with substantive
6 recommendations.

7 But we do try to schedule the work
8 group meetings in concert with our regional and
9 our national conferences, and that also lends
10 itself to Darrell's point that if we solicited
11 individuals who are really interested in
12 participating in these work groups that are
13 members of our grantee community, that having
14 those meetings in concert with the national and
15 the regional conferences helps, because they're
16 already there and they can call a meeting.

17 MR. WALDRON: Yeah, and the young are
18 really good at the meetings electronically.

19 MS. BROWN: Yes, that's the other --
20 that's the other method of conducting meetings
21 nowadays that I forgot is by webinar and
22 videoconferencing.

1 MR. WALDRON: If I could just entertain
2 a discussion before we go back is a work group on
3 conference training, in conjunction with our
4 tech, because I think this leads to new stuff
5 that's happening out there like these colleges.
6 So one of the things we're seeing in New York,
7 which is 100,000 Indians there right. But they
8 all stand alone. They don't kind of click
9 together. But there's two Ivy League
10 universities, Columbia University has a lot of
11 Native youth there whom are not interested in
12 working so much in Indian country.

13 They're looking to get into the social
14 mainstream, into these big companies. They're
15 coming out with wonderful educations, but their
16 eyes are on other things, where at NYU they are.
17 They're looking to learn and get more involved in
18 the local communities and their tribes.

19 So there's just some things happening
20 outside of what we do every day, and I think it's
21 going to change the face of Indian country. I
22 think we could be taking those concerns into our

1 training. We had a young couple, I kind of
2 forget their name. They called me twice about
3 doing a workshop specifically on technology, and
4 how it can benefit and the do's and the dont's
5 type of thing. I have not heard back from them.
6 I think our guest is here.

7 DEPUTY SECRETARY PIZZELLA: Hello.

8 MR. WALDRON: Hello.

9 DEPUTY SECRETARY PIZZELLA: Where
10 shall I go? I'm walking towards the tower in the
11 room. If you all can tell me what to do?

12 MR. WALDRON: I will.

13 MS. BROWN: Why don't you have a chair
14 right here?

15 DEPUTY SECRETARY PIZZELLA: Oh okay,
16 if it's all right with everybody?

17 MR. WALDRON: Yes.

18 DEPUTY SECRETARY PIZZELLA: I don't
19 want to displace you.

20 MS. BROWN: No. I'm a government
21 employee. I'm the Designated Federal Official,
22 so --

1 DEPUTY SECRETARY PIZZELLA: You still
2 shouldn't be displaced, okay. Well, welcome
3 everybody. Okay. Thank you. I've looked at
4 your agenda. You have a robust agenda, so I know
5 this is a serious meeting. I know the Department
6 values the input of this Council. We are in, I
7 think you all know, we are in a golden period of
8 employment opportunities in this country.

9 Unemployment has never been lower, at
10 least not in 15 years. In addition to that, for
11 the first time that I can ever recall, I've asked
12 our economist to figure this out. For the first
13 time, we have the unemployment rate in the
14 country, the 30 year fixed mortgage rate in the
15 country and the inflation rate in this country
16 under four percent. That's remarkable.

17 I know you all probably have
18 participated in the economy over many years.
19 You've watched things, products, goods and
20 services you purchase keep getting priced out of
21 the range. You've probably tried to buy a home
22 and have seen some crazy mortgage rates in your

1 times. I know I can remember when I was first
2 trying to buy a home and was -- the rate was
3 somewhere between eight and nine percent if I was
4 lucky.

5 But so anyway, there's a healthy
6 economic situation out there, and but we know
7 this, that we have more job vacancies that we
8 have job seekers. There's a lot of opportunities
9 out there for people who are seeking jobs, and
10 the Native American Employment and Training
11 Council has a golden opportunity to help the
12 citizens that they work with so closely, because
13 a lot of the jobs that are out there right now
14 and in the near future don't, they don't require
15 a college degree. You have businesses that are
16 willing right now to invest in young people, and
17 in retraining people who are not so young with
18 particular skills they need. Again, that helps
19 and presents an opportunity, and when opportunity
20 knocks, you've got to open that door and this is
21 a great environment to do it in.

22 I thought I would tell you a little

1 bit about my -- a little bit about myself that
2 you might not know about, because I spent several
3 years before, this is in the 20th century. I
4 worked closely with a particular tribe in this
5 country, and I learned all about sovereignty. So
6 I know about sovereignty. I know what the
7 government to government relationship is about.
8 I know it's something that should be taken
9 seriously.

10 Although it doesn't always come into
11 play in my current position, I was -- I learned
12 about it by a person who had a remarkable life
13 story, and Chief Phillip Martin of the
14 Mississippi Band of Choctaw Indians. I've been
15 down there many times in the 20th century.

16 Anybody here Mississippi Choctaw?

17 No, okay. But I'm familiar with
18 Phillip Martin and the story. It's a remarkable
19 story. I stayed at the Silver Star Motel. I
20 visited the casino. I played several rounds of
21 golf at Dancing Rapid, which is a wonderful,
22 wonderful golf course, and every now and then --

1 I'm a golfer, though I haven't played much golf
2 since I got into this position.

3 But every now and then they actually
4 play a tournament there now. It's such a well-
5 known and such a great golf course, and I know
6 they built another hotel across the road from the
7 Silver Star. But what I also learned from Chief
8 Martin, I also learned about stickball. All
9 these people today, all my nephews and nieces
10 into lacrosse.

11 I tell them you guys don't understand.
12 There was something called stickball, because I
13 went to see some matches when I visited the
14 reservation there outside Philadelphia,
15 Mississippi. But is that -- and I can remember
16 all this because I was -- I went there often, and
17 I read the Chief's book.

18 That Chief Martin was quite
19 successful, and he provided a college education
20 for every single member of the Tribe that
21 graduated from high school and got into college.
22 He says your job is to get in and the Tribe's job

1 is to pay for you, for the cost.

2 It's phenomenal, and they sent a lot
3 of Choctaws to different schools, and then he
4 also worked out in the hotel, the casino and the
5 golf course, contracts that required that those
6 who wanted to come and do business on the
7 reservation were required to be sure to offer
8 training and hiring of people who are members of
9 the Tribe, so they couldn't just import people.

10 So it was -- it was a wonderful thing
11 to see the economy at work to the benefit of
12 everybody in the community, that just before he
13 got going, was not that well off. He used to
14 drive us around and he would put in, before he
15 built the casino and the hotel and the golf
16 course, he had put in infrastructure, roads and
17 sewers for industrial sites.

18 He got one, he got one company and I
19 can't remember what name it is, and then after he
20 got one, he got others, and he would drive us
21 around and show us and tell us about how many
22 people were employed here, how many people were

1 employed there. So anyway, I share that with you
2 because a lot of people don't understand Indian
3 country. They're not -- they don't have, you
4 know, more than a superficial knowledge of it.

5 I just by chance have gained a lot of
6 knowledge on one tribe in particular the
7 Mississippi Band tribe, and I thought they truly
8 looked out for their members and so forth. So I
9 would be glad to take any questions you might
10 have. I do want -- before I do, I wanted to
11 remind you, which probably you don't need
12 reminding, to give us the best advice you can
13 give us.

14 There are no really right answers. In
15 a 3.5 percent unemployment rate in this country
16 where you have more jobs than job seekers, you
17 just, you've got to be clever. You've got to
18 find the right solution. We can get unemployment
19 rate probably lower, and we can certainly what we
20 saw in the last report last Friday in the
21 unemployment figures is that people are actually
22 now coming back into the workforce that had sat

1 out for a long period of time.

2 That is a very promising trend,
3 because it shows that the economy is strong
4 enough to attract people who had either given up
5 or had just lost or let go at a job and weren't
6 aggressively pursuing it. But now companies are
7 seeking out anybody and everyone they feel is
8 worth an investment, and they're willing to take
9 a risk.

10 You know, one of the big initiatives
11 of the administration is the apprenticeship
12 program, and we have -- we're going to have a new
13 rule we're promulgating the next month that will
14 expand and make the apprenticeship program even
15 more robust. But what I had found in my travels
16 is that much of the business community isn't
17 waiting for our rule as much as we are very proud
18 of what we're putting together.

19 They are setting up their own
20 apprenticeship programs. They're going to
21 communities and they're making arrangements with
22 high schools, community colleges and they're

1 saying look, we'll provide the classroom. We'll
2 provide the teacher, we'll provide the equipment.
3 We need the potential. We need the students who
4 will be potential employees.

5 So if a young person is a junior in
6 high school and they're not sure what they want
7 to do, and they know well, one option is they can
8 try to get into college. But they're probably
9 going to have to assume a lot of debt, right, a
10 lot of debt today.

11 Or you know, they could consider the
12 military. They can consider, go out there and
13 try to find a job. But they might be also in a
14 position of considering a local company that says
15 I'll tell you what. You come and we'll start
16 training you in high school.

17 When you graduate from high school and
18 you've got to some skills, we'll hire you. So
19 not only do you have a full time job, you won't
20 have any debt and you'll be working in the
21 community you grew up in with potential not just
22 for a job, but for a skill that's portable. So

1 that in the future if something takes you
2 somewhere else, that skill you learned is a
3 portable skill and you can go elsewhere.

4 You know how it is today, you can go
5 on a website and find out if your skills are
6 needed in other parts of the country, and that's
7 what a lot of people do nowadays.

8 If all of the sudden a spouse gets
9 transferred, the first thing the spouse does is
10 uh-oh, what can I do there? And so anyway, I
11 encourage ideas and we hope we work with you on
12 the apprenticeship program very much, and other
13 areas. So I would --

14 MR. WALDRON: We have Athena and then
15 --

16 DEPUTY SECRETARY PIZZELLA: Okay.

17 MS. BROWN: Oh, I no longer had --

18 DEPUTY SECRETARY PIZZELLA: Darrell's
19 going to call the shots here.

20 MS. BROWN: Plus Darrell's the chair.

21 DEPUTY SECRETARY PIZZELLA: Okay.

22 Well, I know that.

1 MS. BROWN: But I just thought maybe,
2 and I know we're very limited on time. Would it
3 be helpful Mr. Pizzella if we went around the
4 table real quick and introduced --

5 DEPUTY SECRETARY PIZZELLA: Certainly,
6 please do. Go ahead. Tell me, you know, where
7 you're from and so forth. Tell me a little bit
8 about your background.

9 MR. WALDRON: So Darrell Waldron. I'm
10 in Regions 1 and 2. I operate a couple of
11 programs there. I'm also Chief of my mother's
12 tribe and I've been doing this work most of my
13 adult life.

14 DEPUTY SECRETARY PIZZELLA: Where is
15 the tribe located?

16 MR. WALDRON: Rhode Island and
17 Massachusetts. So we're very small states as you
18 know, so the tribes border two or three states.

19 DEPUTY SECRETARY PIZZELLA: Yes, yes.

20 MR. WALDRON: But I'm very happy to be
21 in this program. It's great.

22 DEPUTY SECRETARY PIZZELLA: That's

1 good to know.

2 MR. BERNAL: Deputy Secretary, thank
3 you for being here. My name is Jacob Bernal. I
4 serve as the executive director of the Tucson
5 Indian Center in the great state of Arizona.

6 MS. WHITMAN: Aloha. I'm Winona
7 Whitman from Hawai'i. We have a statewide
8 program operating on each of the major islands,
9 and I'm also on the State Workforce Development
10 Board.

11 DEPUTY SECRETARY PIZZELLA: Let me
12 just sidetrack for a minute. Do you all work
13 with the state workforce development boards a
14 lot? It varies by -- I guess it varies by state?

15 MS. WHITMAN: It varies by the state.

16 DEPUTY SECRETARY PIZZELLA: Okay, all
17 right.

18 MR. WALDRON: Erwin.

19 MR. PAHMAHMIE: Yeah, good afternoon.
20 I'm Erwin Pahmahmie. I'm the executive director
21 for the Cheyenne-Arapaho tribes, Department of
22 Labor. I operate three programs underneath me.

1 I've worked for the program since -- I've worked
2 for my tribe since 2000, and was a product of the
3 JTPA program.

4 DEPUTY SECRETARY PIZZELLA: Where is
5 the tribe located?

6 MR. PAHMAHMIE: Oklahoma.

7 DEPUTY SECRETARY PIZZELLA: Oklahoma.

8 MR. PAHMAHMIE: And a wonderful
9 program. I'm very, very happy to be on board
10 here and help out where I can.

11 MR. WALDRON: Lora.

12 MS. CHAISSON: Hi. My name is Lora
13 Chaisson. I'm from the United Houma Nation in
14 Louisiana, and I'm on the tribal council. I want
15 to thank you for being here. I want to say that
16 you have the privilege, it was an honor to be
17 working with Chief Martin. He's in a neighboring
18 tribe. I've worked with that tribe for many,
19 many years and you know, that tribe -- you having
20 that knowledge, that's a model tribe.

21 DEPUTY SECRETARY PIZZELLA: Yes.

22 MS. CHAISSON: That's so different

1 from the rest of the Indian country.

2 DEPUTY SECRETARY PIZZELLA: I was
3 spoiled.

4 MS. CHAISSON: Yes, you were. Yes, you
5 were. But yes.

6 DEPUTY SECRETARY PIZZELLA: So that's
7 nice to know. As a matter of fact, Chief Martin
8 introduced me to Chitimacha Tribe.

9 MS. CHAISSON: That's my next door
10 neighbor.

11 DEPUTY SECRETARY PIZZELLA: That's
12 your next door neighbor.

13 MS. CHAISSON: That's my next door
14 neighbor.

15 DEPUTY SECRETARY PIZZELLA: Terry
16 Martin was too.

17 MS. CHAISSON: Yes.

18 DEPUTY SECRETARY PIZZELLA: He said
19 they weren't related. But anyway, I played golf
20 with Terry a few times.

21 MS. CHAISSON: Oh, I haven't seen
22 Terry in years. But I know, yes I know --

1 (Simultaneous speaking.)

2 DEPUTY SECRETARY PIZZELLA: Thank you,
3 go ahead.

4 MR. QUINTANA: Hi, good afternoon.
5 (Native language spoken) My name is Joseph
6 Quintana. I work for a large human and health
7 service provider for American Indians living in
8 Los Angeles and Orange Counties. I am also
9 mayor-appointed to the LA City/County Indian
10 Commission.

11 MR. WALDRON: Candace.

12 MS. LOWRY: Hi, my name is Candace
13 Lowry. I am the director of the American Indian
14 Workforce Programs for the North Carolina
15 Commission on Indian Affairs, and I serve the
16 eight tribes there, and I'm also a Commission
17 member on the NC Works Commission.

18 DEPUTY SECRETARY PIZZELLA: Where in
19 North Carolina do you live?

20 MS. LOWRY: I live in Robeson County,
21 and I'm a member of the Lumbee tribe.

22 DEPUTY SECRETARY PIZZELLA: Okay. My

1 wife and I go down to Moore County.

2 MR. WALDRON: Yes, Joe.

3 MR. HOBOT: (Native language spoken)
4 I'm Dr. Joe Hobot, Oohenunpa Lakota. My family
5 are citizens of the Standing Rock Nation. I'm
6 from Minneapolis, Minnesota, Region 5. Serve as
7 the president and CEO of the American Indian OIC,
8 which is an affiliate member of the OICs of
9 America.

10 I also serve as an adjunct faculty
11 member for the Falmouth Institute, which does
12 tribal trainings throughout Indian country,
13 grants management, contract management. I also
14 serve as a contracted consultant for the National
15 Urban Indian Family Coalition based out of
16 Seattle.

17 MR. TUCKER: Thank you for coming
18 Assistant Secretary Pizzella. I'm from Alaska,
19 and I'd like to invite you to come up and travel
20 through some of rural Alaska, and maybe even in
21 our area, the Mat-Su Borough. But I think it
22 would be an eye opener for you. I think you

1 would enjoy it.

2 DEPUTY SECRETARY PIZZELLA: Well, one
3 of the TV shows I will confess to having been
4 hooked on in the last year is a show called
5 Building Alaska. I don't know who gets that
6 channel, but I don't know why, but I turn to it
7 every night to see it. If they're repeat
8 episodes I turn to it even if I've seen it
9 before. And these people are living in the
10 wilderness, they're building and it's fascinating
11 up there. Thank you for the invite.

12 MS. BROWN: Good afternoon. I'm
13 Athena Brown. I work for the Division of Indian
14 and Native American Programs here at Department
15 of Labor. I'm the DFO for this committee.

16 MR. LAMONT: Matthew Lamont. I'm a
17 reentry program manager for Cherokee Nation in
18 Northeastern Oklahoma.

19 MS. FARRENKOPF: Tina Farrenkopf,
20 executive director of National Indian Youth
21 Council in Albuquerque, New Mexico, and I'm a
22 member of the Pacified Tribes from the State of

1 New Mexico.

2 DEPUTY SECRETARY PIZZELLA: Oh wow,
3 lived in Albuquerque a little.

4 MS. CARROLL: No, good afternoon. My
5 name's Kim Carroll. I'm a Choctaw Tribal member
6 from Oklahoma. But I'm director of Grants and
7 Compliance for the Cherokee Nation in Tahlequah,
8 Oklahoma. I'm also a product of this program,
9 although I started with CETA, many years ago, and
10 JTPA.

11 I've worked with employment training
12 for over 30 years now, and it's such an important
13 program for Indian country, so very important.
14 So many of our leaders have gone through this
15 program as we've mentioned many times. It is a
16 career building. It is a community-building
17 program for Indian country. Very, very
18 important. Thank you so much for being here.

19 MS. CAMPBELL: Good afternoon. My
20 name is Christine Campbell. I'm a citizen of
21 Cherokee Nation, Oklahoma. I'm the executive
22 director for American Indian Council located in

1 Kansas City, Missouri, and I also represent
2 Region 5 here. We have probably a MOU signed
3 with eight different workforce centers throughout
4 Missouri, Kansas and Iowa, which is kind of
5 unique.

6 That doesn't happen all over Indian
7 country. It's very difficult sometimes for some
8 folks to get into the MOUs. Myself and staff, we
9 have served on several different workforce
10 boards, but when we all came about we got
11 grandfathered out. So, yeah. So that was --
12 yeah, we got grandfathered out basically. So it
13 is an honor to meet you, and thank you for
14 coming.

15 DEPUTY SECRETARY PIZZELLA: You're
16 welcome.

17 MS. HIBBELER: Good afternoon. My
18 name's Patricia Hibbeler. I'm a citizen of the
19 Confederated Salish and Kootenai Tribes of
20 Montana. I actually started my involvement with
21 this program as a youth, a summer youth
22 employment program in high school.

1 Currently, I am CEO of the Phoenix
2 Indian Center, and we provide services in
3 Maricopa County around Phoenix and then also in
4 Coconino County for Flagstaff.

5 MS. SEVEN: My name is Kay Seven. I'm
6 with the Nez Perce Tribe in Idaho, and I serve as
7 our program director there. Local work, I've
8 been doing this for 37 years now, Indian
9 employment and training programs.

10 MR. WALDRON: You also had a question?

11 MS. SEVEN: I do. You could also call
12 it idea. So I have an idea. I'm not -- there's
13 some new legislation that came out on December
14 27, 2017. It's called the Indian Employment
15 Training and Related Services Consolidation Act.
16 This law amended Public Law 102-477. It's unique
17 because when I look at this law, I think of what
18 I heard the former Secretary of Labor Tom Perez
19 and when WIOA came out.

20 He said, you know, this bill is what
21 Congress wanted to address this nation's
22 workforce. This bill will be about silo busting,

1 silo implosion. And I thought, good, because
2 this is what tribes have been doing under this
3 legislation since 1992.

4 I had hoped to see stronger
5 integration of services between education and
6 labor and Department of Health and Human
7 Services. I've not really seen anything happen.
8 And so -- but I think Department of Labor has an
9 opportunity to work with the Division of Indian
10 and Native American Programs and Indian country,
11 Indian tribes.

12 This is what I think. I think that
13 there's something happening near LA, near
14 Richland, Washington, near Phoenix, Arizona, near
15 Oak Ridge, Tennessee, because there are -- there
16 are like building trades opportunities in LA,
17 especially, and in Oak Ridge. I know we're
18 working with the North America Building Trades
19 Union. We are actually a partner with them, and
20 they're coming to our event coming up in a couple
21 of weeks.

22 So ORA, back in 2008, said, okay,

1 here. Department of Interior, here is \$60
2 million to have a Native American Building Trades
3 Program. All the training programs across
4 America wanted it. They sent their proposals
5 into the Department of Interior building. At
6 that time, that building said no, we're going to
7 work with the Tribes and they'll do agreements
8 with certain training centers, pipefitters,
9 carpenters, electricians.

10 I think if Department of Labor says I
11 want to work with the other agencies, housing,
12 energy, agriculture and find little pockets of
13 money to generate some demonstration project
14 where the work's going to happen, where someone
15 could actually journey out, earn by learning and
16 then go home to their community, whether it's in
17 the urban area or a reservation area, and go back
18 a skilled worker, maybe becoming a future
19 business owner employing other Native people.

20 So that's my idea, my vision. I think
21 we'll need Department of Labor's help and working
22 with other federal agencies to identify training

1 resources and how that we can say, okay, between
2 12 agencies Labor saying I was able to get \$60
3 million.

4 But upon agreement between all those
5 12 agencies, we decided that we're going to
6 transfer this over to Interior, who will transfer
7 and have the tribes meet the charge and
8 administer this for us, our grand scheme. So
9 that's my big idea, and I'd like to see that
10 happen.

11 DEPUTY SECRETARY PIZZELLA: Well, I
12 will -- I'm going to look back at this thing. So
13 I'll let you know. In 2017, you said. Right?

14 MS. SEVEN: Right.

15 DEPUTY SECRETARY PIZZELLA: And I know
16 -- you might be familiar that the couple of years
17 ago at the beginning of this administration there
18 was an effort, a proposal to consolidate the
19 Department of Education and the Department of
20 Labor. It did not go very far. It was a concept
21 and an idea.

22 But we do -- we're working more and

1 more with education, particularly in the
2 vocational education world, which they're very
3 interested in. They have an assistant secretary
4 for Voc Ed there, and we have a new assistant
5 secretary at ETA, John Pallasch, who came to us
6 from the state of Kentucky, where he oversaw one
7 of their training programs.

8 So we now have someone in that job for
9 the first time who's actually come from the
10 experience of a state level administrator. One
11 of the tasks he has is to make sure that the
12 Department is more responsive to the states, and
13 he and the Secretary have talked about that on
14 several occasions, so that we don't really have
15 sort of a one-way road where all the decisions
16 get made in Washington, and we hope or think the
17 states will follow through on what we decided.
18 We're hoping he is bringing back ideas with him
19 and he's soliciting them from his former
20 colleagues across the country, on ideas that come
21 from the states that say hey, try this, try that.

22 And so I will talk to him about this

1 also. Like I say, I'm quite optimistic that
2 particularly in this environment, we can make
3 some targeted investments so that people can
4 acquire skills that are portable, and that allows
5 them to quickly get engaged and involved in the
6 economy.

7 Because I'm sure many of you know that
8 once someone gets that first job and gets that
9 first bit of experience and they get some
10 confidence, then they're ready to go on to their
11 second job or they're ready to get some further
12 training because they see something else they'd
13 like to do and they want to know how come so and
14 so's doing that, I want to do that.

15 They say well, you know, you need to
16 go six months and go work with Christine over
17 there, and she'll show you how this gets done,
18 and she can direct you to where you can get --
19 your skills can be capitalized on. So that's
20 what we're hoping for.

21 MS. SEVEN: Great, thanks.

22 MR. WALDRON: I'd just like to point

1 out that the unemployment rate for Native
2 Americans is still extremely high.

3 DEPUTY SECRETARY PIZZELLA: Yeah, I've
4 seen it.

5 MR. WALDRON: It's the highest in the
6 nation, you know. So I know that 70 percent of
7 our economy's booming by people spending. The
8 stock markets are doing great, but it's not
9 hoping in the Indian communities, you know.
10 There's still a lot of tension that needs to be
11 handled. We're always feeling like we're
12 defending our program and trying to, you know,
13 keep it going. Like now there's a big zeroing
14 out of our program and there are great things
15 about you, about Indian country, that your mind
16 is very open. You've been supportive. So I am
17 concerned a little bit for a future that's coming
18 with this zero looming and I want to know how you
19 see our future.

20 DEPUTY SECRETARY PIZZELLA: Well, I
21 think -- I'm a firm believer in two general
22 concepts. One, I first heard from former

1 President Kennedy, that a rising tide lifts all
2 boats. The second one is -- I heard from my
3 mother, if you build a better mousetrap, people
4 will beat a path to your door. I do think there
5 is some -- and I'm sure you all know this from
6 your own experiences. Some tribes have built the
7 better mousetrap. They have, and it's taking
8 time. I mean, you can see there that it's just
9 one. But there are others, and you all know them
10 better than I do. I'm always amazed. Last time
11 I was visiting New Mexico where I spend a lot of
12 time, I have a lot of friends, they took me to, I
13 can't remember the name right now, I'm
14 embarrassed. I can't remember the name. We
15 played golf a few times at the casino. It's
16 right outside Albuquerque. It was a beautiful
17 complex.

18 FEMALE PARTICIPANT: Sandia.

19 DEPUTY SECRETARY PIZZELLA: What?

20 FEMALE PARTICIPANT: Probably Sandia.

21 DEPUTY SECRETARY PIZZELLA: Okay. And

22 I remember when I first out in New Mexico, that

1 was just desert out there. There was nothing
2 there. So I do believe -- I wish that there
3 would be more -- more tribes would be more
4 successful. But I do think that the tribes that
5 have been successful make an effort to help some
6 of those tribes that can use a little more
7 guidance and experience and so forth.

8 If we here, the government, we should
9 obviously concentrate more on some of the tribes
10 that are not doing as well as the ones that have
11 really sort of figured out how to operate in the
12 economy. You know, as you all know and I
13 certainly learned, you know, not -- because
14 there's a few very successful tribes, not all the
15 tribes are successful. Not every tribe has
16 prospered, though I remember -- again, when I was
17 in New Mexico, the first time I ever went to an
18 Indian reservation. And I was spoiled, once
19 again.

20 I went to the Inn of the Mountain Gods
21 in Mescalero down in southern New Mexico, right
22 outside Ruidoso, and they had this phenomenal

1 resort there. I'm trying to remember the name of
2 the leader. He was the leader for years. But I
3 thought, wow, this is pretty interesting. I
4 didn't know -- I did not know about such an
5 enterprise.

6 Then gradually, as I wandered around,
7 I would find another successful tribe and another
8 successful tribe. But in the same breath, I
9 would constantly read about the trials and
10 tribulations in the Navajo reservation, which had
11 very many challenges out there, part of it
12 because of where it is.

13 The isolation up there, part of it
14 because of the -- I think it's fair to say there
15 was some exploitation about the natural resources
16 on that land, and so, again, I'm a firm believer
17 that you all are in the business. You know how
18 the system works. Some of you have been here a
19 long time, some of you are relatively new. I
20 encourage you to utilize all the tools in the
21 tool box.

22 The Council is not going away, no

1 matter what's in the budget right now, so don't
2 worry about that. We're in this year's budget
3 and we're fully funded this year. So we're going
4 to -- we'll worry about that next year.

5 I think the economy is promising for
6 everybody, and I just do think that whether it's
7 any community, Indian country or not, you've got
8 to keep your eyes open for that niche, that place
9 where you guys offer something unique, something
10 a little different.

11 It's out there -- and I do think that
12 the best investment you can make, it's not what I
13 saw in the Mississippi Band of Choctaws. It was
14 in the young people who graduated from high
15 school, and the people who wanted to work but
16 needed an opportunity. I think that really that
17 was the lesson I learned, is that that is an
18 investment that will pay off long after we're
19 gone here, because it's the way the world works.
20 So I encourage that.

21 MR. WALDRON: You know it's 75 percent
22 suburban population, which is struggling to be

1 boards. The government's workforce boards would
2 be a better place when you can get to the plan
3 before it's designed. Some states have it and
4 some have grandfathered them out in our
5 communities.

6 DEPUTY SECRETARY PIZZELLA: Yeah.
7 They do -- is there a consensus particularly on
8 what you had cited as sort of the gold standard
9 out there, of how a workforce investment board
10 works with the Native American community?

11 MR. WALDRON: They don't work well
12 with us, although I have MOUs and we do get
13 together for brainstorming. I find that a lot of
14 the smaller WIB boards are rubber stamps for the
15 government workforce board. Although I have a
16 good relationship with my governor, I have been
17 blocked on getting onto that Governor's Workforce
18 Board. But I think that there could be some
19 significant change in the lives of Indian people.

20 DEPUTY SECRETARY PIZZELLA: Can I ask,
21 how many people have --

22 MR. HOBOT: I would like to concur

1 with those statements. In Minnesota, we have an
2 antithetical relationship with our WIB boards.
3 Oftentimes, the process we're getting involved
4 are kept closed, they're secretive. We see folks
5 that have served over 25 years on these WIB
6 boards and they have major funding decisions. We
7 have some friendly voices in the governor's
8 office in Minnesota, but this is a Herculean
9 undertaking of entrenched power, and it's
10 definitely --

11 DEPUTY SECRETARY PIZZELLA: How many
12 here have MOUs with --

13 (Show of hands.)

14 DEPUTY SECRETARY PIZZELLA: So most of
15 you do, okay, okay.

16 MR. WALDRON: They're not substantial.

17 MS. CAMPBELL: If I may?

18 DEPUTY SECRETARY PIZZELLA: Yes.

19 MS. CAMPBELL: Even though we have
20 these MOUs with the workforce centers and our
21 population at the workforce center has been
22 funded to serve our population as well, it's hard

1 to get the workforce centers, the governors, the
2 directors to understand that this is a
3 supplemental program, and we need them to not do
4 the paid services but work with us and provide
5 services, training dollars.

6 MALE PARTICIPANT: Supplemental, once
7 they've already --

8 MS. CAMPBELL: Yeah, yeah. And so
9 that's another issue to get with them. They
10 just like to, oh, there's the Indian program over
11 there. I actually have house staff there. I pay
12 rent, but not infrastructure costs, but rent.

13 They just want to send every Indian
14 person to the Indian program and they don't want
15 to work together to help offset cost, even though
16 I've explained we're not duplicating services.
17 We both get the count and we get quality service,
18 and we can serve more clients.

19 DEPUTY SECRETARY PIZZELLA: Yes.

20 MS. CARROLL: Kim Carroll, Other
21 Disciplines. I would like to find out, I
22 understand that there are a lot of problems with

1 the workforce boards in many, many states and
2 many, many areas. Cherokee Nation has had a very
3 good working relationship. But generally, they
4 come to us and I think it's because we're so big.
5 Northeast Oklahoma.

6 DEPUTY SECRETARY PIZZELLA: Right,
7 right, right.

8 MS. CARROLL: There's three boards,
9 and they depend on us for a lot. We serve more
10 clients than they do.

11 DEPUTY SECRETARY PIZZELLA: Right.

12 MS. CARROLL: We don't have the
13 administration cost that the states do. Like she
14 mentioned, they still send, they still say go to
15 the Indian program. We have been successful in
16 being able to perform relevance and explain how
17 that works. We do a lot of economic development
18 work with them, and with other agencies that they
19 also work with. So we do have a good working
20 relationship. We're very lucky in that, I
21 understand.

22 DEPUTY SECRETARY PIZZELLA: I see the

1 dynamic. You all are -- you're not tiny.

2 MS. CARROLL: No, yeah. It's -- so
3 it's going to be different.

4 MS. WHITMAN: And also it's the same
5 thing in Hawai'i. We serve many more clients
6 than the state does on each of the islands, in
7 each of the counties. But we also have a large
8 source of funds. So maybe that's the reason why
9 we're able to work with them.

10 DEPUTY SECRETARY PIZZELLA: So it is
11 -- one size does not fit all, but it looks like
12 some of you are figuring it out.

13 MS. WHITMAN: But even within our
14 MOUs, the state had wanted us to pay for sharing
15 infrastructure costs, which we do not because
16 there is a stipulation in our regulations that
17 indicates on Native Americans are not -- the
18 Native American program is not -- right.

19 MS. CHAISSON: Okay. Well, I know
20 that we in the Intertribal Council of Louisiana,
21 we have and we'll use four boards. In Louisiana,
22 it's so diverse. There's only one board out of

1 the four that actually work with the tribes, and
2 we have a very good relationship. I can call
3 them and they can call me, and we work really
4 well together. But it just shows the diversity,
5 and you can hear --

6 DEPUTY SECRETARY PIZZELLA: Yes. No,
7 I do understand.

8 MS. CHAISSON: Yes. There are some
9 major issues with the boards.

10 DEPUTY SECRETARY PIZZELLA: You, as
11 the group, are not alone. I meet with some other
12 groups. There are those who have particularly
13 fine relationships with certain, with the state,
14 with their community, and then there are others
15 where it falls on deaf ears. They don't quite
16 understand how to utilize it, and they've always
17 done it their way and they don't want to change.
18 So I will take that back, yes.

19 MS. SEVEN: You know I think it's
20 probably part of the job of the Department of
21 Labor is to recognize how tribal nations impact
22 their regional economy. We had the University of

1 Idaho update their report, The Economist, and it
2 was striking to have me hear him say, announce to
3 the group, the audience in November. He goes If
4 the Idaho tribes, there's five us, were to just
5 suddenly disappear, be no more, Idaho would go
6 into a recession.

7 DEPUTY SECRETARY PIZZELLA: You know,
8 that is a fact -- now, that is a very interesting
9 way to explain the contribution to people who
10 don't realize how much it is. I would encourage
11 those of you around the table here to get your
12 economic development organizations in your states
13 to figure out the contribution.

14 Let their economists do the work,
15 because you didn't do this work. They came up
16 with this information, am I correct?

17 MS. SEVEN: The University of Idaho.

18 DEPUTY SECRETARY PIZZELLA: At
19 University of Idaho.

20 MS. SEVEN: -- grant institution
21 working with the tribes.

22 DEPUTY SECRETARY PIZZELLA: Right. So

1 I mean that is a good, strong case, sort of a
2 third party, what I would call third party
3 recognition, rather than you all saying, you
4 know, beating the drum for the third party and
5 said, hey look, if the -- if we didn't have the
6 tribes --

7 MS. SEVEN: Didn't have the Cherokee
8 Nation.

9 DEPUTY SECRETARY PIZZELLA: If we
10 didn't have the Cherokee Nation, here's what
11 would be removed from the economy. Because it
12 would make everybody else in the state
13 understand, oh my gosh, there's a real economic
14 value. This is -- the tribes are contributors to
15 our economy, and you know, once people realize
16 that, they always have a little different view of
17 the world.

18 So I would encourage -- that's a great
19 thing to replicate elsewhere, those of you that
20 work with a particularly university or --

21 MS. SEVEN: And we're finally getting
22 -- the state board is finally going to designate

1 a seat for an Idaho tribe, and they're working
2 with our tribe. So it's finally happened. I
3 think when the state was writing their plan,
4 where it was at in 2016 and they wanted public
5 comment, our tribe commented.

6 But -- and I said we need a seat,
7 because the Idaho tribes contribute to the
8 state's economy. They said we can't do that
9 because we're still working under the legislation
10 of the Job Training Partnership Act, which was a
11 couple legislations ago.

12 (Laughter.)

13 DEPUTY SECRETARY PIZZELLA: They need
14 to update. Listen, I stayed longer than I
15 thought I would, but I enjoyed this conversation
16 very much, and look forward to working with you
17 all and continue to hear about your success. If
18 I get out somewhere in Indian country, I will
19 show up on your doorstep.

20 MR. WALDRON: We hope you show up in
21 Rhode Island. June 1st. That's our next
22 national conference.

1 DEPUTY SECRETARY PIZZELLA: June 1st.
2 All right. I've been to Rhode Island, it's nice.
3 Thank you, yes.

4 MS. BROWN: If the photographer is
5 still available, we'd like to get a picture of
6 the Council with you.

7 (Whereupon, the above-entitled matter
8 went off the record at 2:47 p.m. and resumed at
9 3:00 p.m.)

10 MR. WALDRON: So if we could all
11 return to our chairs. So Community Health Aide
12 Program, the vendors are here and Minette?

13 MS. GALINDO: Yes, thank you.

14 MR. WALDRON: Minette C., and how do
15 you say your last name?

16 MS. GALINDO: Galindo.

17 MR. WALDRON: Galindo. I remember
18 Glinda from the Wizard of Oz, right? Wasn't she
19 the good -- her name was Glinda?

20 MS. GALINDO: The good witch Glinda.

21 MR. WALDRON: Glinda yeah, the good
22 witch. Thank you very much. I've had the

1 pleasure of recently being awarded in Indian
2 Health, and so I've been enjoying working with my
3 community for a healthier future. We had the
4 main guy come down from Region 1 and be with us,
5 from Health and Human Services.

6 MS. GALINDO: Well thank you. Thank
7 you all for inviting IHS to the party. My name
8 is Minette Galindo, and I work in the Office of
9 Clinical and Preventive Services. I'm here to
10 talk a little bit about the Community Health Aide
11 Program extension. You're probably like, what
12 does that have to do with me and why are you
13 here? But I hope that by the time I'm done, it
14 will all make sense.

15 I bring greetings from our Agency
16 Director, Rear Admiral Michael Iyaki, and our
17 Chief Medical Officer, Rear Admiral Michael
18 Toedt. This is a very busy week for IHS.
19 Currently right now going on, we have our Direct
20 Services Tribal Advisory Committee happening over
21 the water in Alexandria.

22 We have tribal budget formulation

1 happening, and we have a number of TVM, Tribal
2 Validation Meetings, happening this week. So we
3 are glad to be here in good company.

4 Next. Next. So as was mentioned, my
5 name is Minette Galindo, and with me, in the
6 spirit of workforce development and engaging the
7 future, I have two of our bright rising stars in
8 IHS. I have Kate Cooper, who is a graduate
9 student at Georgetown and is a member of the
10 Eastern Band of Cherokee, and I have Nico Wiyaki,
11 who is a member of the Zuni Pueblo.

12 They have helped with a lot of the
13 work and whenever there's an opportunity to bring
14 them into things and learn more about how they
15 can champion their future, we like to do that.
16 So please give them a wave or hello, or some
17 words of encouragement.

18 MR. WALDRON: Welcome aboard. You're
19 going to love it. It's a great journey.

20 MS. GALINDO: Next. So what is the
21 Community Health Aide Program? Before I kind of
22 go into that, I'll give a bit of background as to

1 how we got engaged. Recently, Athena Brown and
2 members of the Department of Labor came to IHS
3 for a roundtable, where we were sort of talking
4 about well how do you cross-pollinate what's
5 happening in public health with workforce
6 development, knowing that there's a need that
7 exists in Indian country?

8 We've been working on some things on
9 our side with IHS, recognizing that there are
10 significant areas of opportunity to increase and
11 strengthen our workforce, and knowing that
12 workforce is sort of a connecting word. How do
13 we leverage that on the Department of Labor side,
14 with things that are already existing, the tribes
15 are able to take advantage of?

16 So the Community Health Aide Program
17 is essentially a way that we can deliver health
18 care that is tailor made for tribal communities.
19 I'm going to give you a bit of a background as to
20 where it came from, the historical context of
21 what we're doing as an agency to expand this
22 program for the rest of the country, and then how

1 we can potentially make this work, not only with
2 this tribal body but then also for tribes that
3 may exist outside of this room.

4 Next slide, please. So the Alaska
5 Community Health Aide Program was the originator
6 of what we're going to talk about today.
7 Following a tuberculosis outbreak in the 1950's,
8 Alaska created these chemotherapy aides. For
9 anybody that's not familiar with the Alaskan
10 context, Alaska's probably the size of the entire
11 middle of the country.

12 When you have these villages that are
13 pretty well spread out, they were trying to
14 figure out well how do we provide care in a
15 manner that is responsive to the needs of Alaska
16 Natives and also is timely, because if you live
17 out in a remote village that's on the Bering
18 Strait, you're not going to see a doctor for a
19 significant long period of time.

20 So they developed these chemotherapy
21 aides, and then there was a white paper done over
22 time, and then following the tuberculosis

1 outbreak, they developed this community health
2 aide provider. I'm going to talk a bit about
3 what this community health aide provider does.
4 So in Alaska, the Community Health Aide Program
5 encompassed three different types of providers.

6 You have a behavioral health aide,
7 where I like to say they're responsible for the
8 mind, a community health aide that's responsible
9 for the body, and a dental health aide that's
10 responsible for the mouth. In health care, we
11 say the mouth is the gateway to all your
12 problems. So if you're not brushing and
13 flossing, chances are you're going to see some
14 problems later down the line.

15 On the national side, the Indian
16 Health Care Improvement Act, which is the
17 cornerstone legislation for our agency, it gave
18 our agency the legislative authority in 2010,
19 after Congress amended it, to expand this program
20 to the Lower 48.

21 Next slide, please. So a bit to
22 unpack these provider types. So I mentioned

1 that you have the three different types. Within
2 each of these types, they have a tiered practice
3 level. The best way that I can sort of
4 illustrate it for you, so typically if a patient
5 is experiencing a behavioral health or mental
6 health crisis, you would enter into a facility,
7 whether it be tribally operated or federal
8 facility. Someone would do your intake.

9 So they would ask you specific kinds
10 of questions that will help inform the decision-
11 making for your clinician that can say okay, well
12 this person is having an episode or this person
13 might be experiencing suicide ideation. What
14 these behavioral health aides do is they do a lot
15 of the entry level work, which then frees up
16 space for the licensed clinician to do more
17 complex cases.

18 So if you're doing, if you're the
19 behavioral health aide that's doing screening and
20 intake, then that allows for the licensed
21 clinical social worker or the psychiatrist who
22 has prescribing abilities, or even your

1 psychologist, to then focus on things that maybe
2 aren't necessary related to screening and intake.

3 As you work through the levels, the
4 Behavioral Health Aide 1, 2 and 3, you notice
5 they have this increased scope of practice. The
6 same rings true for the community health aide,
7 that provider type is sort of a hybrid between a
8 certified nursing assistant and an EMT. As you
9 move up or matriculate through the levels to the
10 community health aide practitioner level, these
11 folks can actually insert chest tubes. They can
12 do sutures, and this model or this specific
13 provider type was uniquely designed to respond to
14 the needs of Alaska Natives.

15 So if you have someone in a snowmobile
16 accident that's out in the village and there's no
17 doctor around, and they fall off and they break
18 their leg or they need some sort of immediate
19 emergent care, this community health aide
20 practitioner can offer that under the direction
21 and supervision of a physician or physician
22 assistant, until the patient can be triaged and

1 be sent to a hospital.

2 Now, the dental health aide, these
3 also -- they work under a licensed clinical
4 dentist. You notice there's a bit more levels
5 with the dental health aide. The dental health
6 aide therapist, which is the highest level, the
7 highest-performing level underneath the dental
8 health provider type, is one of the ones that are
9 most sought after for tribes. I'll talk a bit
10 about how tribes have been on the forefront of
11 getting this work to happen in the Lower 48,
12 because they are sort of like the deputy
13 secretary mentioned earlier.

14 Tribes have been doing it a lot better
15 for a lot longer. So with the dental health aide
16 therapist level, we're finding that these DHATs
17 can do basic tooth extractions which is helpful,
18 so that the dentist, if there's only one dentist
19 at a clinic or one dentist in a tribal facility,
20 they can do more complex procedures like jaw
21 reconstruction surgery, allowing the dental
22 health aide therapist to sort of take care of a

1 lot of the heavier caseload that's basic, routine
2 oral health care procedures.

3 Next slide, please. So the community
4 health aide structure, it encompasses a few
5 different things, and a lot of these are tied
6 back to our legislative authority. I think you
7 might find that these terms will cross-pollinate
8 with a lot of the work that you do. So training
9 at its core is a huge part of why these providers
10 are important.

11 All of these community health aide
12 providers operate under a federal certification.
13 So what that means is, I'll take Kate for an
14 example. If Kate came to the Eastern Band of
15 Cherokee and said I wanted to get certified as a
16 behavioral health aide, and I want to work for
17 Eastern Band of Cherokee, Kate can come, provide
18 her training, show that she has completed all of
19 the necessary training to become a Behavioral
20 Health Aide 2 or 3.

21 Eastern Band of Cherokee says okay,
22 we'll hire you, and then she can come and sit in

1 front of the CHAP Certification Board, get
2 federally certified. What that does, if the
3 Tribe chooses to add it into their annual funding
4 agreement, is it gives Kate portability. So
5 Eastern Band of Cherokee would hire her,
6 supervise her.

7 But let's say Mississippi Band of
8 Choctaw, they needed a behavioral health aide.
9 Eastern Band can loan her out and you don't have
10 to worry about state licensing requirements,
11 because Kate is carrying around a federal
12 certification. So as a federally certified
13 board, she has that ability and the other piece
14 of this is if you carry a CHAP certification, you
15 also get Federal Tort Claims Act coverage, which
16 is essentially malpractice insurance, which is a
17 huge cost for a lot of tribes.

18 So the training is a huge part of how
19 this program actually works, because in order to
20 give you those things, to whom much is given,
21 much is expected, we have to ensure that the
22 training that you're receiving is training that

1 is commensurate to what you're supposed to be
2 doing, so that we have some sort of continuity
3 between providers.

4 So if I cherrypick a behavioral health
5 aide to the Mississippi Band of Choctaw, and one
6 from the Navajo Nation, they technically should
7 be able to do the same exact thing. The
8 certification I alluded to a bit earlier, that's
9 a huge responsibility of the federal government,
10 and that's the way it's written in our
11 legislative authority.

12 I can talk a bit more if there are
13 questions later on how certification is sort of
14 going to look, because you have the national
15 certification structure, but then we also have
16 regional components to ensure that we're not
17 creating this sort of structure where more than
18 two tribes have to do the same thing. We need
19 some flexibility at the regional level so that a
20 tribe, if they have issues specific to them, they
21 can tailor those things to them.

22 The supervision is a big one. So

1 under those three different provider types, all
2 of these health aides work under the direct or
3 indirect supervision of a licensed clinical
4 provider. So the behavioral health aide works
5 under a social worker. The community health aide
6 works under the supervision of a physician or a
7 physician assistant, and the dental health aide
8 works under the supervision of a licensed
9 dentists.

10 These providers are not independently
11 functioning. I actually was just in a meeting
12 with our credentialing staff, trying to figure
13 out how do we approach credentialing in our
14 facilities, and one of the things to be very
15 clear is that these providers are operating
16 independently. So they're essentially doing a
17 warm handoff between them and their licensed
18 supervisor.

19 Then the other component is the
20 practice. Once you've been trained, once you've
21 been certified and you have your supervisor, how
22 do we ensure that there's quality in the way that

1 you're delivering practice? Again, using that
2 example of being able to ensure there's some
3 parity that exists between two different
4 providers of the same scope and practice,
5 regardless of where you're from, keeping in mind
6 that there will be some differences that you
7 would need to tailor, because a huge bonus of
8 this model is that you can apply cultural
9 practices into the way that you deliver health
10 care.

11 Then the final is the administrative
12 oversight. Within the legislative authority of
13 the Indian Health Care Improvement Act, there are
14 certain functions that are inherently federal in
15 how we roll this program out, and then there are
16 those that allow for flexibility, whether these
17 providers work in a federal facility or a tribal
18 facility.

19 Next slide, please. So with all that
20 being said, I hope that background sort of is
21 helpful. I wanted to give a bit of a summary in
22 the activities to date with IHS, because this

1 work is happening in real time. I am the go-to
2 lead for the Community Health Aide Program
3 extension work in the Lower 48, and literally,
4 before I left to get in the car down here, I was
5 communicating with our Tribal Advisory Group on
6 our policy that's going to codify this program.

7 Next slide, please. So I mentioned a
8 bit about the chemotherapy background in the
9 50's. The Community Health Aide Program actually
10 began in 1968. They just celebrated 50 years,
11 and then the -- that same year, it was formally
12 established in Alaska. Seeing the success and
13 wanting to add this work into funding agreements,
14 in 1998 Congress amended the Indian Health Care
15 Improvement Act to allow for tribes to utilize it
16 in Alaska.

17 And then that same year, in the law
18 it's very clear that in order to utilize these
19 benefits you need to have some structure. One of
20 them is a certification board. So Alaska stood
21 up the Alaska Community Health Aide Program
22 Certification Board or the Alaska CHAP CB. Then

1 for -- from 1998 to about 2007, we only had that
2 community health aide provider type.

3 But in the background Alaska, going
4 through a lot of the same health care disparities
5 that tribes in the Lower 48 go through with
6 behavioral health crises, dental health issues,
7 they added the dental health aide provider type
8 in '07. A bit of a fun fact, the dental health
9 aide therapist actually existed in New Zealand,
10 and there was a white paper that was developed in
11 Alaska, seeing the success of the New Zealand
12 model.

13 The inaugural cohort in Alaska
14 actually went out to New Zealand to train as a
15 dental health aide therapist and brought the
16 model back down to Alaska, and that's where it
17 came from. The following year in 2008, the
18 Alaska CHAP board added the behavioral health
19 aide provider type. In 2016, recognizing the
20 success of this model in Alaska -- well I'm
21 sorry.

22 In 2010, recognizing the success of

1 this model in Alaska, a lot of the tribes lobbied
2 to Congress, said this is something that we need
3 to be adding, so that all tribes can take
4 advantage of this model. So in that 2010
5 reauthorization of IHCA, it allowed for IHS --
6 it gave IHS authority, through the Secretary of
7 Health and Human Services, to expand this to the
8 entire nation.

9 In 2016 and between that 2010 and 2016
10 there are tribes specifically in the Northwest
11 corridor of the country who are on the forefront
12 of saying we want this and we want it now,
13 because we have issues in our community that
14 could be easily addressed if we used this model.

15 So in 2016, IHS initiated
16 consultation, putting feelers out to say hey,
17 this is something that tribes would be interested
18 in us doing it. We have the legislative
19 authority, but now let's put the pedal to the
20 metal, and if we want to do this then we've got
21 to get started.

22 So in 2016 was when we initiated

1 consultation. In 2017, we wrapped up
2 consultation, and then I'm going to take you to
3 where we left off in 2017.

4 So with the consultation, there were
5 three major themes that came out of what we
6 heard. The first was tribes wanted regional
7 flexibility. They understood that there needed
8 to be some commonalities between the program to
9 ensure portability. What was very important is
10 that you didn't take one large paint brush and
11 stroke the entire Lower 48 and say okay, well
12 Navajo Nation, you need to do it the same way as
13 Chippewa.

14 We needed some regional flexibility to
15 ensure that tribes could develop a program that
16 was responsive to the health needs of their
17 specific community. The second is tribes wanted
18 to be very clear that in our efforts to expand
19 the program nationally, we didn't negatively
20 impact Alaska.

21 Alaska has had a good thing going for
22 50 years. Please don't expand this program and

1 start pulling away from their resources, and
2 making it feel like we have to choose between
3 helping Alaska and serving our own community.
4 The third biggest piece was whatever you do and
5 however you decide to do it, make sure you do it
6 in partnership with tribes.

7 And those three things we are -- we
8 either addressed or are currently addressing, and
9 the first is the partnership with tribes. So in
10 2018, under the Indian Health Service Circular
11 2018-05, we established a Community Health Aide
12 Program Tribal Advisory Group. I brought this
13 map up so that you all could see sort of the
14 structure of this group.

15 So it has two tribal representatives
16 that represent each of the 12 IHS service areas.
17 Some of the areas also have technical advisors.
18 Like Bernidji, they have a technical advisor.
19 Portland has two technical advisors. And then we
20 also have two seats that represent, you see in
21 the bottom right corner, the Direct Services
22 Tribal Advisory Committee and the Tribal Self-

1 Governance Advisory Committee.

2 That was a request actually of Chief
3 Lynn Malerba of the Mohegans. She sent a letter.
4 She's the chair of Tribal Self-Governance, and
5 said we would like to make sure that direct
6 service tribes and self-governance tribes also
7 have a carved out seat on this Tribal Advisory
8 Group.

9 Now Tribal Advisory Groups meets
10 fairly often, whether virtually or in person.
11 We've done site visits to other tribal
12 communities who have already invested in
13 community members to be a part of this program.
14 I'll talk a bit about those other two items
15 shortly.

16 So the larger three pieces that came
17 out of consultation I mentioned, don't disrupt
18 Alaska, we want regional flexibility, and make
19 sure you partner with tribes. Of course with
20 tribal consultation we learned a lot more, and
21 after consultation formally ended in 2017, we
22 then stopped listening. We actually, and when I

1 say we I mean like me and a couple of other of my
2 colleagues, because this work up until this point
3 has been unfunded.

4 We did what was called the CHAP road
5 show. So I remember being pregnant and going out
6 to like the desert to present the CHAP. I swore
7 my child when he was born, he probably -- CHAP is
8 going to be his first words when he comes out.
9 So after 2017, consultation formally closed. We
10 continued to listen.

11 I had the pleasure of going to
12 Anchorage, Alaska with the Alaska Native Tribal
13 Health Consortium, that does a lot of the
14 administrative oversight for the CHAP board in
15 Alaska, and I did some focus groups out in the
16 villages. I went to Dillingham. We went and
17 talked to the community health representatives
18 that are in the Southwest region of the country.

19 We hosted a bunch of roundtables and
20 all of these comments and all of this discussion
21 yielded a little over 180 unique comments. Now
22 as you can imagine, you're hearing feedback from

1 people the same way we're sitting here having
2 conversations. That's essentially what we did.
3 Then I had to figure out okay, well how do I take
4 a sentiment of a tribal leader and turn it into
5 something that I can measure and come back and
6 say okay, I want to put this in a policy, or need
7 to be able to correlate this to an outcome that
8 will influence our decision-making.

9 So I conducted a qualitative analysis,
10 and we came out with these four large themes that
11 you see in the green bubbles on the right.

12 Next slide, please. These are those
13 themes, and it's timely. I took this specific
14 slide from a slide deck that I presented two
15 years ago, and it was perfect because of the
16 group that I'm sitting in front of, because of
17 the largest pieces at the bottom, workforce
18 barriers.

19 So we sat with members that -- a
20 behavioral Health Aide 1, who has a high school
21 diploma, all the way to a director of a
22 consortium that represents over 200 tribes. It

1 was amazing to hear some of the statements and
2 the comments and the things that existed that
3 would help influence our decisions.

4 What we wanted to was one state, for
5 Alaska. What did you notice as your lessons
6 learned that you would give to advice to the
7 Lower 48, and for the Lower 48, the tribes that
8 were intimately into these communities and know
9 their communities backwards and forwards, what
10 are things you want us to look out for on the
11 front end when we're trying to do implementation.

12 Now we can't build a foolproof system.
13 There are going to be things that we learn as we
14 go along. But it was good to hear some of the
15 conversations, because some of the things we
16 wouldn't even have thought of. One of them, I
17 met with a behavioral health aide out in a
18 village in Alaska, and she talked about how she
19 was on a six seater plane, and the pilot wasn't
20 familiar with the landscape of where they went
21 and almost crashed into a mountain, and the cabin
22 filled with smoke.

1 Her position, she had 24 hours to put
2 in her field notes. So when you see a patient,
3 you have between 24 hours of when you do that to
4 put in your field notes. She said I was crawling
5 on the floor of the plane, with smoke filling in
6 the cabin, trying to figure out how am I going to
7 get my field notes in.

8 She ended up having to go an abandoned
9 tribal building, had no WiFi. She had to fax her
10 notes back to the hub region where she was
11 employed to get her notes in on time. So it was
12 those small nuanced details that you don't think
13 about when you're sitting in the D.C. area and
14 you're building a policy. But they're helpful
15 for us to know, because when we start talking
16 about implementation with our Tribal Advisory
17 Group, well, maybe we need to talk about
18 broadband access. We need to talk about Internet
19 access.

20 If the community health aides have
21 iPads, if they can put their field notes in, why
22 don't the behavioral health aides have the same

1 thing? So just to unpack some of these themes
2 and give you examples of sort of what we were
3 hearing, the cultural inclusion was a big one.

4 For some people, hearing the term
5 CHAP, they were like I don't know what that
6 means. Community education is a big thing.
7 Going out and saying well this is what it means
8 in Alaska and these are some ideas of what it
9 could mean down here.

10 Sort of sitting and listening mode
11 only, and hearing from community members who
12 might be trying to figure out how this would work
13 in their specific community context.

14 Reimbursement's a big one. We can do all of
15 these things, but if it's not sustainable, if the
16 dollars aren't coming for tribal programs to
17 support this, how do you do it?

18 On a national scale, the services that
19 are provided by these health aides aren't
20 reimbursable. However, through the state plan
21 amendment process with the Center for Medicaid
22 and Medicare Services, it could be and we have

1 examples on how that's been successful as is in
2 Alaska.

3 Training is a huge piece of this. In
4 Alaska, because this program is built from the
5 ground up, they created these training centers
6 that respond directly to what CHAPs need. We
7 don't have that kind of infrastructure in the
8 Lower 48. But what we do have are tribal
9 colleges and universities.

10 They're already embedded in the
11 community. They're land grant institutions.
12 Typically, they're adjacent to the tribal
13 community that would essentially attend these
14 institutions, and a big part of CHAP also is
15 there's this sort of idea that there's this
16 revolving door of care in IHS. Your physician's
17 here, and then four years when the scholarship is
18 paid, they're out.

19 With this model, one thing that we're
20 hoping to see is that we grow our own. We grow a
21 cohort of providers that look like the people
22 they're serving. They're from the community, so

1 the chances of them staying, the chances of them
2 becoming invested are a lot higher.

3 I met with a woman who was a
4 behavioral health aide before behavioral health
5 aides existed. She was 87 and she was an Alaska
6 Native, and her granddaughter. She's now
7 training her granddaughter as part of the
8 succession plan for her village, to take her
9 place.

10 Those are the things we'd like to see,
11 is how do we build a system that is of our own,
12 how tribes can build and engage youth into
13 careers that would serve their own community, and
14 then with the training, how do we utilize
15 existing infrastructure within the tribal
16 community, understanding that we don't have the
17 resources that we once had and that we will not
18 probably get those resources to build a large
19 training infrastructure that still gives us
20 quality.

21 Certification is another piece. The
22 certification, there's a lot of conversation

1 around well, who can certify, what can be done?
2 Congress was very clear in the way that the
3 Indian Health Care Improvement Act is written.

4 The certification is an inherently
5 federal process, an inherently federal function,
6 and certifying of these providers is extremely
7 important because to get that federal
8 certification, you get those two benefits,
9 Federal Tort Claims Act coverage and you get
10 portability, and you can move across state lines
11 to provide health care, which will be especially
12 important for tribes that might technically
13 spread across state boundaries.

14 Workforce barriers. Those are the big
15 ones, and that's why it's so big on the bottom.
16 Those are the things like transportation. How do
17 I get to a patient, or the nearest facility to me
18 is 200 miles away or it's 90-something miles away
19 and I live in a snowy part of the country.

20 The CHAP providers aren't tethered to
21 a health care facility, so some -- a wish list
22 item would be okay, well can we then send these

1 providers to a BIE operated school, or a tribally
2 operated school? Do you have to come to the
3 facility to get health care? Can we essentially
4 decentralize and not necessarily see health care
5 as a brick and mortar concept, but an idea that
6 health care could be delivered anywhere?

7 That's how it used to be done back in
8 the day. I'm first generation American. My
9 parents are from the beautiful island of Jamaica,
10 and my grandmother gave birth to all of her
11 children at her house. My great grandfather, he
12 was a medicine man in our town and he never once
13 left his farm.

14 So thinking of those sorts of concepts
15 and how we can apply what once was into today,
16 and utilizing these health aide providers, and
17 maybe this will help us reduce health disparities
18 because we're increasing access to care, and
19 increasing access to care not just through the
20 traditional sense of health care delivery.

21 Next slide, please. So the
22 consultation topics that I brought up are exactly

1 what we got and that's essentially how we
2 funneled all of the information into these like
3 pretty buckets that we could easily explain to
4 the public, given the short time frame. And then
5 a big piece is okay, well, translating that into
6 how it makes sense for a public health approach.

7 Is anybody familiar with the term
8 social determinants of health? Okay. So social
9 determinants of health is something that we've
10 utilized more frequently recently, and it's also
11 a priority of the Secretary's administration. So
12 social determinants of health essentially say
13 that there are other factors outside of your
14 physical being that impact your life's ability or
15 the quality of your life.

16 Prior to coming to IHS, I worked for
17 the Centers for Disease Control and Prevention.
18 At the local level, we were able to determine
19 your life expectancy by your zip code. We
20 utilized that to approach infant mortality for
21 the specific community that I worked in.

22 We could say that babies of a certain

1 color are 14 times more likely to die than their
2 white counterparts, just based off of their zip
3 code. And how we're able to do that is we can
4 quantify these other determinants of health. So,
5 neighborhood environment. Environmental justice
6 is sort of this new hot word, but it's something
7 that's existed for a long time.

8 So a great way to simplify this is if
9 we tell somebody we want you to go work out and
10 go walk. But if your sidewalks are cracked, how
11 are you supposed to do that? Or if you don't
12 live in a safe neighborhood, how are you supposed
13 to do that? Health care, it goes without saying,
14 do you have access to routine health care?

15 Education's a big one. Do you have
16 access to education, because we know that
17 sometimes education means income when you're
18 looking at things like Maslow's Hierarchy of
19 Need. Social and community context. This is
20 sometimes defined a little bit different, but I
21 think within the tribal perspective, social and
22 community context could mean a few things.

1 For the Community Health Aide Program,
2 the social and community context also ensures
3 that we're making sure that culture and tradition
4 are incorporated into healing. A great example,
5 behavioral health aides in Alaska, some of the
6 villages they do berry-picking. That's one of
7 their traditional practices.

8 So the behavioral health aide that I
9 mentioned earlier that's training her
10 granddaughter to take her place, what they would
11 do is when they had a death in the community and
12 she was the sole behavioral health provider for
13 that small village, she actually brought those
14 that were grieving out to do berry-picking, and
15 they were able to talk about it.

16 They actually were able to translate
17 that into a service that was reimbursable. So
18 here that tribal health organization employed
19 somebody that looked like them, that was from
20 that community, and she was able to help the
21 community, and they were also able to get a
22 return of investment when it came to dollars and

1 cents on the way that she delivered health care.

2 The economic stability, and I think
3 that's huge with this group, it's a huge piece
4 here. Because not only is the Community Health
5 Aide Program addressing some health care crisis,
6 but it's also creating jobs. So if we have this
7 workforce that we're essentially standing up,
8 that is going to hopefully stay in place because
9 we're trying to grow our own, then we hopefully
10 will see some returns of investment over a long
11 period of time, and it will create additional
12 economic stability within tribal communities.

13 So now I gave you the background and
14 a little bit about our activities to date, I
15 wanted to tell you where we are as of today.

16 Next slide, please. So I touch a
17 little bit on how the Indian Health Care
18 Improvement Act has very specific language, that
19 essentially guide our federal responsibilities as
20 an agency. What we are in the process of doing
21 is finalizing that policy that creates the
22 program, and this would allow for federal and

1 tribal programs to begin.

2 So there are tribes specifically in
3 the Northwest and Montana, because Montana just
4 passed state legislation that has a sunset clause
5 on it in four years. But they're finalizing,
6 we're finalizing the policy that would allow for
7 the tribes who have already started making these
8 investments, to go right ahead and get this done.

9 Many tribes want to add this to their
10 annual funding agreements under their Indian
11 Self-Determination, Education and Assistance Acts
12 compacts and contracts, and this would allow for
13 them to do just that. The Tribal Advisory Group
14 that I talked a bit about, we're actually meeting
15 next week. We're going to review the changes to
16 the policy, and then the policy as part of our
17 larger process is going to go out for an agency-
18 wide comment and review, and then it goes off to
19 the U.S. Department of Health and Human Services
20 to be packaged up, and then the policy goes live.

21 Crossing fingers all goes well. We've
22 been writing this policy for a long time. As you

1 can imagine, a program like this that doesn't
2 have an example outside of Alaska, this only
3 exists in the tribal context. You're literally
4 learning as you go along, or as some folks like
5 to say, we're building an airplane as it's taking
6 off.

7 Next slide, please. So I wanted to
8 stop here, and through some of the discussions
9 I've had with Athena and her colleagues here at
10 Department of Labor, I know that there are some
11 existing mechanisms that tribes have been using,
12 that we could potentially leverage in our
13 decision-making on the Workforce Innovation and
14 Opportunity Act.

15 So looking through it, the training of
16 CHAP providers will be a huge thing, and the
17 adult and youth components of this program,
18 essentially engaging the workforce that might be
19 disengaged from the workforce, so those that are
20 under-employed or unemployed. To give you a bit
21 of context, the entry level of these providers
22 have a high school diploma, and then it can go

1 all the way up to a bachelor's, so it doesn't
2 lock anyone out from possibility.

3 And then also with the youth
4 component, again we want to grow our own. If we
5 can get youth engaged, the other hat that I wear
6 at IHS is I'm the Native youth lead. So I do a
7 lot of work with Boys and Girls Club Native
8 Services Unit. We have grants that are
9 specifically tied to substance abuse prevention
10 and suicide prevention for youth.

11 We do some work with Nike n7, and how
12 do we engage youth into careers today? We've
13 piloted career days with Boys and Girls Club,
14 having kids that are five and seven years old,
15 coming and learning from an engineer that works
16 on a facility, letting them see that there are
17 several career opportunities available to you,
18 not necessarily if you don't want to be a doctor
19 or a nurse.

20 Maybe you want to be a sanitarian, or
21 you want to be an engineer. We want to engage
22 youth in this kind of program, so that by the

1 time the plane is ready to take off and all the
2 parts are at play, we have a bunch of kids that
3 we can have join the plane with us.

4 And then the apprenticeship model.
5 We've looked at how we can apply the
6 apprenticeship model, the Alaska CHAP for the
7 behavioral health aide component, they are a
8 registered apprenticeship with the state, and
9 trying to figure out where we can replicate that.
10 There are some barriers that exist to utilizing
11 that apprenticeship model, and in places where it
12 may not make the most sense, where are there
13 other coffers of information or funding that
14 exists, whether it's in DOL or HHS, that could
15 help support it.

16 A great example, HRSA, our sister
17 agency, the Health Resources Services
18 Administration, as part of their larger opioid
19 funding, they got a carve-out to help support
20 training for behavioral health care
21 professionals. This funding could be used. Say
22 a tribe has a behavioral health aide program or

1 behavioral health training program, and they had
2 members that want to attend but they can't find
3 child care. You can utilize this funding to pay
4 for child care, so that your members can go get
5 training to help address the opioid crisis within
6 a specific community.

7 Conversely, utilizing Public Law 477.
8 I sit on the Indian Alcohol and Substance Abuse
9 Coordinating Committee with DOI, DOJ, HHS, and we
10 do a lot of work around Public Law 477 and how we
11 could potentially streamline this for overall
12 efficiency that makes the most sense for tribes.
13 So I'll stop there to see if there are any
14 questions of any discussion points.

15 I'd also welcome any feedback or
16 things that you'd want us to think about, that we
17 could take back to our Tribal Advisory Group,
18 because many of them serve on sort of the health
19 side of their governments. So if there's things
20 that they should be considering from a workforce
21 development perspective or an economic
22 development perspective, we're now getting into

1 the conversations around implementation.

2 I'd love to say okay, well we had a
3 tribal advisory group that is a specific subject
4 matter expert in this area come back and say
5 these are things you all should be thinking
6 about. So thank you all. I'll stop there. I
7 have a couple more slides after that, but I'd
8 love to hear from you on your feedback.

9 MR. WALDRON: Jacob.

10 MR. BERNAL: Jacob Bernal, Region 6.

11 MS. GALINDO: Okay, go ahead.

12 MR. BERNAL: Thank you for your
13 presentation on the CHAP program. We can just
14 feel your passion for what you do, and we really
15 greatly appreciate that. A quick question. In
16 carrying out the function or mission of Indian
17 Health Service, part of that extends to a program
18 called Title V, which is urban contracts.

19 Concerning tort reform and the Torts
20 Act, has there been any consideration extending
21 that protections so that the veil can't be
22 pierced when it applies to the urban providers?

1 MS. GALINDO: So you must be like a
2 side member of the Tribal Advisory Group, because
3 this is a huge question we get a lot. So
4 Congress was very clear in the language that
5 authorized this program, that it only applies to
6 federal facilities and tribal programs.

7 So unfortunately, CHAP doesn't extend
8 to our urban Indian organizations. But National
9 Council of Urban Indian Health, they've advocated
10 for a while for this to also include urbans. It
11 would require legislative change, but we aren't
12 opposed to coming up with ideas on how urbans can
13 get engaged in terms of operating a CHAP that
14 would get the benefits of having CHAP. Urban
15 Indian organizations would not be included.

16 MR. BERNAL: Thank you.

17 MR. WALDRON: Kay.

18 MS. SEVEN: I guess my question is we
19 just listened to a presentation from the Office
20 of Disability Employment Policy. So it's
21 interesting, because they said well, we have a
22 demonstration project and so we're gathering

1 qualitative and quantitative data for our
2 research. And so all this new research alongside
3 this movement going forward.

4 But what she said is, you know, right
5 now we're in a demonstration project. We are
6 working across like, you know, this is 18
7 reservations. How many sites, you know, kind of
8 just a map of who's, where is it all located and
9 who are the potential sites that could be out
10 there. So as far as 477 programs or DOL
11 programs, how is it that we're -- we have advance
12 notice to begin recruitment processes with our
13 clientele?

14 MS. GALINDO: You said your -- the 18
15 sites you're referring to are a part of the
16 demonstration project?

17 MS. SEVEN: Well, I'm wondering if
18 this project's going to announce something like
19 that? You're ready to launch. I guess I'm kind
20 of fuzzy on what you're launching. Are they, are
21 these programs that are actually planted in
22 tribal communities? And I guess we get to see

1 who those communities are.

2 Our tribal leader is a member of the
3 advisory group, so I'm anxious to go back and
4 talk to her because she's been wanting to talk to
5 me about this. So we'll connect so I know more
6 about it.

7 MS. GALINDO: So for the tribe leader
8 position to go like yesterday, I'll sort of
9 explain how and what it means by they're ready.
10 So a lot of the tribes in the Portland area to
11 the Northwest, they invested a significant amount
12 of money in training some of their community
13 members to be dental health aides, dental health
14 aide therapist, and by that I mean sending them
15 to dental health aide training programs, sending
16 them up Alaska.

17 They have a few who are currently
18 working, but they're working without the benefits
19 of what CHAP is because a program has to be in
20 place. And another piece that I didn't get into,
21 but one of the requirements under the law is just
22 the dental health aide therapist level of the

1 dental health aide provider type, it requires
2 state authorization. That's something that
3 Congress put into the Indian Health Care
4 Improvement Act.

5 So we, one day we're saying oh,
6 there's ten states with state authorization, and
7 then the next day it's 13, because tribes have
8 literally been advocating within their governors'
9 office to get these signed. Montana recently had
10 their -- in May 2019 their governor signed into
11 law, allowed for the Community Health Aide
12 Program to exist.

13 In other places, the dental health
14 aide therapist legislation, I think Minnesota's
15 one, Arizona has some pieces, Washington, Oregon.
16 So a lot of them are ready to go, meaning they
17 have the workforce ready to go, but in order for
18 them to reap the benefits of what having a CHAP
19 program is, in there is the agreements. This
20 would need to be in place. To give you a full
21 picture of what tribes are ready to go, it's sort
22 of hard to tell.

1 We know the ones that are the
2 squeakiest, because they sit on our Tribal
3 Advisory Group, or they're coming to the
4 Secretary Tribal Advisory Group or the DSAC or
5 the Tribal Self-Governance and say what's the
6 status of this? We want this or they're sending
7 correspondence.

8 But we're hearing more and more, this
9 is starting to catch like wildfire. Folks are
10 really, really interested in utilizing this,
11 because they may have had a vacancy. We have a
12 facility in Minnesota. They've had a vacancy for
13 a dentist for five years, and dental carries are
14 only going up. There's so much that's happening,
15 but looking at like giving you a concrete number
16 on how many tribes are ready, it probably changes
17 from day to day.

18 But we know that tribes are wanting
19 this based off what we heard through consultation
20 and what we did in every single advisory
21 committee meeting, and it's a priority of our
22 director and it's been a priority of the

1 Secretary.

2 MS. SEVEN: So I guess my other
3 question would be to Athena, so how is DOL
4 contributing any dollars or is it the law of
5 Section 166, grantees that decide how they're
6 going to contribute to this?

7 MS. BROWN: We haven't yet, and that's
8 why I invited Minette to this meeting, because
9 the last meeting that we attended, we had a whole
10 group of different representatives from different
11 programs in the Department of Labor. We had a
12 representative from the Office of
13 Apprenticeships. We had someone from the state,
14 the Title I state workforce centers. We had
15 someone from -- I don't think Adults With
16 Disabilities.

17 There were about four different
18 representatives from different OWI programs, and
19 it was the first time of us really hearing about
20 the CHAP program. At that time, I think our
21 understanding was that it was not as far along as
22 it is now, but that they were rolling it out as a

1 pilot to the Lower 48. So I thought, well, maybe
2 we ought to have a presentation to the Council to
3 hear the update on this project, and then I guess
4 get some ideas on how we could tie in workforce
5 development to the efforts of the Indian Health
6 Service Program.

7 And I think I specifically mentioned
8 to Minette was, you know 477, because 477 has
9 the consolidated large programs already, and I
10 think I mentioned Cherokee Nation and some of the
11 other larger programs, where they have
12 incorporated like multiple funding sources under
13 the umbrella of one, and probably have included
14 health services as part of that referral
15 mechanism, or should I say one stop center?

16 So I guess just wanting, I thought
17 that it would be a good idea for Minette to meet
18 with this Advisory Council, to get a feel for
19 where in Indian country we think this might work.
20 But it sounds like you've already got some ideas.

21 MS. GALINDO: And I would love to
22 hear about how some of these programs that you

1 all are leveraging, and some of the legislation
2 that's more tied to workforce development, how
3 these work within your specific communities,
4 because if there's a way. You know, health care
5 providers is one of those sort of career types or
6 profession types that there's a lot more
7 investment around.

8 So we're trying to figure out are
9 there -- is there a puzzle piece that we can lock
10 in with the CHAP tag that would make sense for
11 the implementation. So up until this point,
12 there's been no funding for CHAP. This is
13 something we had the legislative authority, but
14 tribes are like well, we can run these programs.
15 We just need our policy in place.

16 IHS received a lump sum appropriation,
17 and while the agency director hasn't determined
18 how the funds are going to be spent, there is
19 light carve-out of five million which is small
20 for the beginning of this. But we do intend to
21 go to tribal consultation on that funding,
22 because I just touched the surface.

1 As you can imagine, there's so many
2 layers and levels to how this has to work, and
3 we're just trying to figure out okay, well what
4 part of the apple do we bite first? So I'd be
5 curious for those of you who are already running
6 workforce development models or programs or
7 employment programs within your community, what
8 are some things that we should be considering, or
9 if this sounds appealing and you can sort of plug
10 it into what you're currently doing, how do you
11 envision that working?

12 MR. WALDRON: Athena.

13 MS. BROWN: And one of the other
14 considerations that we had, I think -- I was
15 there at the table mainly to talk about the
16 employment and training programs across the
17 country. But one of the things that really came
18 to mind was apprenticeships, and that varies
19 across all states.

20 Some of the tribes have done a really
21 good job in tapping into apprenticeships, and as
22 many of you know I stated over and over again,

1 that that apprenticeships is a huge investment
2 across the nation, particularly under this
3 administration.

4 And so I'm not sure how many of the
5 representatives of all of our employment and
6 training programs have been successful in tapping
7 into the Office of Apprenticeships, or
8 apprenticeships at the state level, and
9 particularly in the health professions. So I
10 think that would be a good place to start, to get
11 a feel from this Council, are you aware of
12 tapping into apprenticeships and particularly in
13 health professions? I think this is a really
14 good model for that.

15 MS. SEVEN: I was just thinking of
16 this, I mean, because this is new to the Council,
17 but there's a larger community of us out there.
18 Patty, we're doing our regional trainings in two
19 more weeks in Las Vegas, and we were working with
20 to see if we get Rear Admiral Iyaki to our event.
21 But I don't know if that appearance was
22 confirmed.

1 MS. HIBBELER: Not yet. They just
2 emailed, at the time was emailing.

3 MS. SEVEN: So again, that could be a
4 dialogue in two more weeks.

5 MS. GALINDO: And what's this, you
6 said regional training?

7 MS. SEVEN: Go to our website.

8 (Simultaneous speaking.)

9 MS. SEVEN: Go to website ninaetc.net.
10 That's our National Indian Employment and
11 Training website for Department of Labor WIOA
12 Section 166 programs, as well as programs or
13 tribes that are using the authority of Public Law
14 102-477. So we have about 280 people coming into
15 Las Vegas for our event in two more weeks. So
16 it's a good place to at least introduce the
17 information. We have a national event coming up
18 in Rhode Island the first week in June, as you
19 continue to, I guess, build resources.

20 What is the package and who can
21 contribute to that package? What's the cost of
22 training? That might help, if CHAP was saying

1 okay, this is going to be the cost for one or two
2 individuals in this or that program, and how is
3 it that everybody shares a cost in that full
4 package?

5 MS. BROWN: Minette once, I think once
6 you identify a tribe that is going to roll this
7 out, roll this program out, then I think that it
8 would be a good idea to bring back all those
9 original partners that we had at the meeting with
10 Indian Health Service, particularly the Office of
11 Apprenticeships, the representative from there,
12 and some of the other programs, to come back in
13 for a discussion to decide what we can tap into
14 here at Labor to support this initiative.

15 MS. GALINDO: I'm curious if there's
16 anybody on the Council from the Northwest.

17 MS. SEVEN: I'm from the Northwest.
18 I'm from Idaho. Chantel Greene is one of the
19 Advisory Board members to this Council or to your
20 group.

21 MS. GALINDO: Oh. I actually just
22 got the notification from the area director, Nez

1 Perce?

2 MS. SEVEN: Uh-huh.

3 MS. GALINDO: Yeah, okay. So are
4 you, you all -- so the Northwest Portland Area
5 Indian Health Board, they're one of the strong
6 advocates and a lot of the tribes that are on the
7 forefront of this. Swinomish, Port Gamble
8 S'Klallam, Jamestown S'Klallam, they have been a
9 lot of the -- Colville, that have invested
10 significant amount of the tribe's own resources
11 to train individuals to become these health aide
12 providers.

13 So there does exist a list, but that
14 list grows every single day. But if I could say
15 who are the tried and true ones who've been doing
16 this, and Northwest Portland Area Indian Health
17 Board, they actually have an entire CHAP office.
18 So Sue Storks, who worked in Alaska, she's the
19 CHAP project director. Christine Peters, she's
20 the native dental therapy project coordinator,
21 and I know their executive director just retired
22 and they just announced a new one.

1 But a lot of the tribes in the
2 Northwest have been at the forefront of expanding
3 CHAP, because they've invested what I say is a
4 significant amount. Tons and tons of students
5 that I meet that I'm like oh, you got trained to
6 be a dental health aide therapist. They've sent
7 them out to Alaska to get trained to come back
8 and serve the community.

9 So I think there does exist a list.
10 I just would want to make sure that I'm painting
11 a true picture of all the tribes. But if you
12 wanted me to name a few, those would be the ones
13 who have been doing this for a while.

14 MR. WALDRON: Kim.

15 MS. CARROLL: Kim Carroll, Other
16 Disciplines. There was -- there have recently
17 been a couple of different grants announced by
18 Department of Labor for the National Health
19 Emergency concerning the opioid crisis. Cherokee
20 Nation, who I work for, was lucky enough to
21 receive one of those, and one of the purposes of
22 it was to expand availability of behavioral

1 health, particularly addiction, substance abuse,
2 pain management, those types of things.

3 And I wish I had known about this.
4 This would have been so very helpful, because one
5 of the things that we're doing is behavioral
6 health. What are we calling them, do you
7 remember?

8 MR. LAMONT: Peer.

9 MS. CARROLL: Peer support
10 specialists.

11 MR. LAMONT: Peer support specialists.

12 MS. CARROLL: Yeah, yeah. But a
13 program such as this would have been extremely
14 helpful. I mean we started from scratch. We
15 still are actually.

16 MR. LAMONT: Matt Lamont, Other
17 Disciplines. The thing that when I rolled in,
18 the reentry program as well. Could this be
19 something, the behavioral health piece is huge,
20 and we have behavioral health. We have,
21 obviously we have Indian Health Services. But we
22 have a three-four week wait to get to the

1 counselors.

2 Could this be -- the behavioral health
3 component in any way have it worked in to
4 developing some peer support specialists to come
5 through our programs or from outside, you know?
6 Could that, do you envision something like that?

7 MS. GALINDO: Absolutely. So for the
8 behavioral health aides, if you think of -- I'll
9 use the dental because it's easier. When you go
10 to the dentist, you see the tech that probably
11 takes your vitals, the hygienist that cleans your
12 teeth and then the dentist. This sort of expands
13 it, and you have like two or three more people in
14 your system of care.

15 So you increase your touchpoints.
16 That allows the dentist to maybe spend an hour or
17 two more with Miss Sue, and then they can do some
18 of the other things. So let me be clear.
19 Behavioral health aides don't provide mental
20 health counseling. That's left up to the
21 licensed clinician.

22 But for that two or three week wait,

1 the screening and intake, that can be done and
2 there are -- so behavioral health aides can be
3 peer support specialists. So Norton Sound Health
4 Corporation in Alaska, they actually -- and I
5 always cite them. They actually have peer
6 support specialists who serve as behavioral
7 health aides.

8 One thing that they're doing that I
9 think is phenomenal is they have a sober, a sober
10 living or sober house that they're building, that
11 also doubles as a training center for their
12 behavioral health aides.

13 MS. SEVEN: That's good.

14 MS. GALINDO: Those are things that
15 we're seeing that tribes are sort of innovating
16 and they're saying okay, we may not have the
17 resources to build two different facilities, but
18 what can we do that's going to help service the
19 community and give us the most bang for our buck.

20 So peer support specialists, we
21 sometimes hear those terms get interchanged with
22 behavioral health aides, but they can be

1 utilized, and I can cite a few tribal examples on
2 how they're doing it. In the state of Oregon,
3 there's a -- I forget the name of the
4 organization. But there's a woman by the name of
5 Jessica Carroll. She's from Osage.

6 And what she did, she's a peer support
7 specialist, is created sort of this state plan
8 amendment model for tribes that are like we want
9 to get reimbursed for these services, so that
10 they could take it or they could apply or add in
11 whatever specific tribal components they need to,
12 to submit it to their State Medicaid Office to
13 get reimbursed for the services.

14 So there are some peer support
15 specialist models or peer support worker models
16 that exist in tribal communities that are
17 leveraging behavioral health aides already, or
18 are in Alaska and they're sort of tried and true.
19 You can say okay, well I can replicate some of
20 this for me, then let me do that. I know in
21 Eastern Band of Cherokee we also have a Youth
22 Regional Treatment Center.

1 You can even utilize these behavioral
2 health aides in those types of facilities as
3 well, or even in the schools. If you wanted to
4 say if you have behavioral health issues with a
5 student and you don't want to pull them from
6 school and have them miss additional hours, you
7 can plug one into the institutes, the educational
8 institution, and that person can see these
9 students on a routine basis.

10 That might free up some space in your
11 other facilities, where you might already have a
12 backlog of behavioral health -- a backlog of
13 seeing behavioral health providers.

14 MS. CARROLL: Just to finish my
15 thought, I wonder if it, if there is some way
16 possible for -- I mean those are two programs
17 that are trying to expand these services, is they
18 could get together maybe. Because it would have
19 been so helpful, since that's one of the main
20 purposes of that funding, if we had known that
21 there was something like this out there. I don't
22 know if they know that there is.

1 MS. GALINDO: But everybody's getting
2 opioid funding. So there's another --

3 (Simultaneous speaking.)

4 MS. CARROLL: There's going to be
5 more. There's going to be a lot more money
6 coming.

7 MS. GALINDO: --that's exactly what
8 you mention this one's doing.

9 MS. CARROLL: Uh-huh.

10 MS. GALINDO: That's the other part,
11 is the left hand talking to the right hand.

12 MS. CARROLL: Right, exactly.

13 MR. WALDRON: Athena.

14 MS. BROWN: Well, I thought also in
15 order to include everybody in on the discussion
16 about the opportunities for training, one of the
17 things that struck me when I met with Indian
18 Health Service is that their whole concept is to
19 grow your own within the communities.

20 People who have a vested interest in
21 remaining in their communities and who are
22 actually training to serve their Native

1 communities. Oftentimes, people just have that
2 comfort level in talking to people from their own
3 communities. So that's something that has sort
4 of been instilled in all of our programs. Not
5 just the tribal programs, but also through the
6 urban programs.

7 So I'd also like to keep the urban
8 programs involved in the discussion, because
9 there may be opportunities for training through
10 other apprenticeship opportunities, because you
11 have urban Indian centers in some of the large
12 cities, and you operate urban Indian health
13 programs.

14 Even though the CHAP doesn't serve
15 Indian, doesn't serve the urban programs, the
16 program could be -- the ideas could be modeled.
17 And so I think it's important for the urban
18 programs that operate health programs to keep in
19 mind those opportunities for training health
20 professionals.

21 MS. HIBBELER: Yeah, because many
22 times we can be the training site in the

1 incubator, and then they're ready to go back or
2 into the system.

3 MR. WALDRON: So we have an urban
4 program in New York. We're trying to rebuild
5 that program that had laid dormant for a while.
6 I think now at this time we're training community
7 health aids. One of the things we're focusing on
8 with urban Indian Health Services is the
9 telemental health, you know, with the big screen
10 TVs in the private sections.

11 We're able, we have one now that's
12 counseling I think in New Mexico. She's a vet,
13 and that's starting to get popular and it makes
14 it a little bit easier. Part of the little bit
15 of a dilemma is the certification for the person
16 at the other end for a state when we certify
17 them, versus where they're providing the health.

18 But we are entering into some of these
19 training structures now that were recommended,
20 and I understand the CHA, it's really easy. It's
21 high school level and you just jump right in.
22 They get the training and then they, you know, I

1 mean we're going to hire them. But they can get
2 hired out.

3 We're working with a company out there
4 called Monte Curie (phonetic) in New York City
5 that owns 57 hospitals, and we just got a nice
6 MOU with them. So now we're kind of working out
7 where we can place these new trainees and of
8 course we're working with the vets.

9 MS. GALINDO: And the entry levels,
10 so how they -- usually there's a BHA-1, CHA-1 and
11 the DHA. Those are the ones that require usually
12 a minimum of a high school diploma. The further
13 you go up, the more training it requires, and the
14 community health aide because it has community
15 health, sometimes it gets confused with a
16 community health worker or a community health
17 representative, and those are supposed to be a
18 part of a larger system, but they're not the same
19 thing.

20 So like a community health
21 representative in the tribal context takes care
22 of like translating your documents. If you have

1 a woman who needs to translate her Medicaid
2 papers and she only speaks Navajo, or you've got
3 to deliver medication or transportation. So I
4 consider CHRs and CHWs as universal blood type.
5 They kind of do everything that the health care
6 system doesn't do.

7 But CHA is physical and primary and
8 emergency care; behavioral is behavioral health
9 care. For the telemedicine, that's another big
10 one. So looking at how we also allow for those
11 services to be reimbursed, and my colleagues Dr.
12 Chris Ford, he runs the IHS Telebehavioral Health
13 Center of Excellence out of New Mexico. Alaska,
14 they utilize telemedicine, either teledentistry
15 or telebehavioral health in delivering health
16 care, and they also utilize it for supervisor,
17 supervisory duties.

18 So if you have one health aide
19 provider in a community, but that person has to
20 go back to Anchorage for training for two weeks,
21 that community's left without a provider. So
22 they do this sort of itinerant pool, where you

1 always have a backfill, so the community's never
2 without some sort of health care provider that
3 replaces the need while that person's getting
4 their training recertified.

5 MR. WALDRON: We're just starting for
6 the dentistry piece of it. Kay.

7 MS. SEVEN: My question was for
8 Cherokee Nation. For the new grant awards that
9 you have, did the Cherokee Nation attempt to ask
10 if those programs could be integrated with the
11 current 477 plan?

12 (Simultaneous speaking.)

13 MS. SEVEN: And that has been denied?

14 MS. GALINDO: No.

15 MS. SEVEN: They're approved? Okay.
16 So that's good to hear. So that program
17 integration really helps when a tribe can do
18 that, and that's what the advisory group for CHAP
19 would want to know. So oh, we're a tribe that
20 needs to apply for these monies and integrate
21 them with a current plan. Or they're a tribe
22 that's not a 477. We need to be a tribe that's a

1 477. How do we do that?

2 And so I think your -- I think
3 contacting the Division of Workforce Development
4 and the BIA, just to spend one on one time with
5 you might probably be the best way to do it right
6 now.

7 MR. WALDRON: Patty.

8 MS. HIBBELER: Thank you, chairperson.
9 Patricia Hibbeler with Region 6. I forget to do
10 that, sorry. I'm curious if you have done any
11 future projections, and have any type of idea of
12 what this workforce need looks like in the way of
13 numbers trained?

14 MS. GALINDO: So for the behavioral
15 health component, I can speak to that one,
16 because that's -- initially when I was hired on
17 for IHS and was hired just to be the behavioral
18 health lead and at some point I was doing all of
19 them, with the behavioral health component we
20 actually do a vacancy report, where we look at on
21 the federal side all of the existing positions.

22 We have these OPM numbers that tell us

1 these are all the series in behavioral health,
2 and we can pull a number that changes, depending
3 on when it gets pulled, on the number or the
4 vacancy number or vacancy rate of our behavioral
5 health providers across our system.

6 What that doesn't tell us is what the
7 vacancy looks like on the tribal side, because
8 obviously that data doesn't come into us. So we
9 can assess, and I don't have the number with me;
10 I can share and say okay well, for all of our
11 facilities we have this number, maybe 474 carved
12 out for behavioral health, and only 200 of those
13 positions are filled.

14 Therefore, we can say that there's X
15 percent of a vacancy rate. Now on the tribal
16 side, we're usually working off of anecdotal
17 information that we received from Tribal Advisory
18 Groups or tribal members, depending on what
19 advisory committee we're sitting in front of.
20 But in terms of projection in workforce, it would
21 come down to the matriculation.

22 So you start at the high school

1 diploma level, or you go all the way up and it's
2 bachelor's degree level. So it's sort of this
3 like front-heavy investment, because we actually
4 have to wait for workforce to matriculate through
5 training, to see oh wow, we have a cohort of 40
6 or 50 behavioral health aides left.

7 In Northwest, I think they have
8 between 11 and 13 individuals who are certified
9 or trained as the dental health aide therapist.
10 But they've been doing this investment since like
11 before 2016, and they're starting to see the
12 fruits of their labor. But they just need this
13 policy in place so that they can get the other
14 benefits, which is the FTC coverage and the
15 portability.

16 So I couldn't give you a specific
17 number. I can tell you on the federal side what
18 the vacancy rates are. But projection-wise, it's
19 going to take a bit of time to have these
20 providers matriculate in training.

21 MS. HIBBELER: So knowing that data
22 for us will really help us to make decisions

1 moving, you know, in the future around the CHAP
2 program.

3 MR. WALDRON: So we're coming up on
4 our time lock, and then we've got a recap piece.
5 Are there any other burning questions? Or if
6 your guest that you brought with you has anything
7 they might want to add after Kim's question? You
8 guys have been sitting very patiently.

9 FEMALE PARTICIPANT: They've been
10 typing away.

11 MR. WALDRON: Yes. Kim.

12 MS. CARROLL: Kim Carroll, Other
13 Disciplines. I just wanted to ask you if it was
14 possible to get a copy of your presentation?

15 MS. GALINDO: Yes. Athena, I heard
16 you have it.

17 MS. BROWN: Okay, great.

18 MS. GALINDO: Or would you mind
19 giving her the next two slides. I have contact
20 info up there as well.

21 MR. WALDRON: Do you guys want to add
22 anything?

1 (Off mic comments.)

2 MR. WALDRON: Smart move. All right.
3 So we're moving into -- thank you very much.
4 We're going to get in -- Winona, did you have a
5 question? I'm sorry.

6 MS. WHITMAN: No, no. I was pointing
7 to Kim. Kim had a question.

8 MS. CARROLL: Earlier.

9 MR. WALDRON: Everybody's good? Okay.
10 So we appreciate you coming. I'm sure people are
11 going to grab your presentation here, and we then
12 have a national conference June 1st in Rhode
13 Island, and there will be about -- we're
14 expecting about 600 of our grantees coming to it.
15 And so we can get you the information out to you.
16 The rooms are booking up quick. There are about
17 100 rooms left, yeah.

18 So we can get you that stuff, because
19 we're new at Indian health. We're learning a lot
20 and we have you guys lined up for something
21 anyway, talking to those, and you know, Michael
22 and those coming in. So I'll send it. We'd love

1 to have you.

2 MS. GALINDO: All right, thank you.
3 Thank you all. We appreciate it. Thanks for the
4 invitation, and I'll send my wishes back to
5 leadership as well. Thank you, Athena.

6 MR. WALDRON: Okay, thank you.

7 VOICES: Thank you.

8 MR. WALDRON: So it's four o'clock,
9 five past. So we've got until 4:30 on recap
10 today. A lot of good information today, guys,
11 coming down the pike. Any comments for the
12 record on our conversation with --

13 FEMALE PARTICIPANT: Pizzella.

14 MR. WALDRON: Pizzella. You may want
15 to -- want Council to follow up on or something?

16 MR. BERNAL: Jacob Bernal, Region 6.
17 I'd like to circle back around. Earlier, we
18 received a brief presentation on what's called
19 the Budget for America's Future, which represents
20 the 2021 President's budget. Specifically in
21 this document, it references three material
22 weaknesses with the national program.

1 Number one is that we're 88 percent
2 more expensive than the adult WIOA program. Two,
3 the program's not been rigorously evaluated, and
4 three, there's a really low turnover in the
5 grantee cohort. This is very concerning. I know
6 the comment was also made in the end that we have
7 the Congress appropriate the funds. We all get
8 that.

9 However, I think it's -- it would be
10 very timely and appropriate, if it's the
11 Council's pleasure, that we can produce a letter
12 to send to the Deputy -- deputy. Deputy
13 Secretary of Labor and one, thank him for his
14 visit here today. But three, offer a response to
15 those three material weaknesses and basically
16 what our justification is for the existence of
17 the program.

18 I'd just like to mention that, and
19 especially concerning this 88 percent more
20 expensive, there was no citation.

21 MS. WHITMAN: Where is that from?

22 MR. WALDRON: How did they arrive at

1 it?

2 MS. WHITMAN: Yeah.

3 MR. BERNAL: So all three points I
4 think were used in this document, but I feel very
5 confident we have very powerful evidence to
6 counteract and provide our own justification why
7 the Section 166 program should continue. So if
8 it's the Council's pleasure, I'd make that
9 suggestion that we sort of expeditiously prepare
10 a letter and send it to the Deputy Secretary of
11 Labor, so at least he would actually know our
12 true position in writing on this matter.

13 MR. WALDRON: So do you want to put
14 that in the form of a motion?

15 MR. BERNAL: I'd be happy.

16 MR. WALDRON: You guys have a motion
17 on the floor. Is there a second?

18 MR. PAHMAHMIE: I will second.

19 MR. WALDRON: Seconded by three, but
20 it was more with Ed. Any discussion?

21 (No response.)

22 MR. WALDRON: There being no

1 discussion, we'll call the vote. All those in
2 favor signify by saying aye and raising your
3 hand?

4 (Show of hands.)

5 (Chorus of ayes.)

6 MR. WALDRON: Opposed? Abstentions?
7 Unanimously passed. We'll get the letter out,
8 and I guess tomorrow we have another deputy
9 assistant secretary dignitary. If you could --

10 MS. BROWN: Okay. Can I just explain
11 it?

12 MR. WALDRON: Go ahead, yes.

13 MS. BROWN: Okay, and so for future
14 reference, we'll put up a little snapshot of it.
15 But it is in your packet. So Patrick Pizzella is
16 right underneath the Secretary of Labor, and he
17 was representing the Secretary of Labor at this
18 meeting today and that's who spoke to you today,
19 Deputy Secretary of Labor.

20 So in the organization in Department
21 of Labor, the Employment and Training
22 Administration is I believe if not the largest

1 agency within Department of Labor, one of the
2 largest agencies. Tomorrow, that's where the
3 Office of Workforce Investment is located and
4 DINAP, the Division of Indian and Native American
5 Programs, is one of many programs under the
6 authority of the Office of Workforce Investment.

7 So tomorrow, the Assistant Secretary
8 of the Employment and Training Administration
9 will be here, and his name is John Pallasch, and
10 his little bio is in your packets as well. You
11 know, you may want to think about the same, you
12 know, the questions regarding the present
13 justification that you just saw in your packets,
14 the little handout and, you know, think of --
15 think of the statements or questions you may want
16 to ask.

17 MR. WALDRON: Yes. I had underlined
18 it when he was here but he left. I didn't get a
19 chance to bring it up. A little damaging hand.
20 I thought, I actually had one other thing. I
21 thought we had put something together. I thought
22 Melinda prepared something.

1 FEMALE PARTICIPANT: We did, we did.

2 FEMALE PARTICIPANT: I thought we did.

3 So I don't know who would have that information.

4 MR. WALDRON: Well, it's in the packet.

5 FEMALE PARTICIPANT: Yeah.

6 MR. WALDRON: But he also said not to
7 worry about it. The guy said don't worry about
8 it.

9 FEMALE PARTICIPANT: That's what my
10 comment was.

11 (Simultaneous speaking.)

12 MS. CHAISSON: No, forget about it.

13 MR. WALDRON: What would happen when
14 someone tells you not to worry about it? You
15 worry about it.

16 MS. CHAISSON: So Lora Chaisson,
17 Region 4. That was my concern, is when he said
18 that and, you know, as a Council I think we need
19 to make sure that that language, that attitude
20 doesn't continue to carry on, because we know
21 that programs are being cut left and right in
22 Indian country.

1 I think with the unemployment rate
2 that he compared, you know, how he said at 3.2,
3 you cannot compare that to Indian country. So I
4 think that needs to be, you know, addressed also
5 because, you know, we have data. So maybe with
6 that, you know.

7 MR. HOBOT: Mr. Chair. I'd just like
8 to build on those comments. Joe Hobot, Region 5.
9 I think also too that the Deputy Secretary maybe
10 over-sensationalized the employment rates. I
11 know in our neck of the woods in the northern
12 part of Region 5, we have a lot of our folks
13 working with suppressed wages. So they're
14 defining jobs, one, two, three jobs put together
15 in order to have a meaningful income. So I mean
16 I don't think it's time to really kind of put the
17 champagne corks on the bottle yet.

18 So I think we need to talk about
19 meaningful wages. I think that also parlays into
20 this cost per participant. We have multiple
21 barriers that cost per participant, like to get
22 to full employment is going to inflate that price

1 point a little bit.

2 MR. WALDRON: Yeah, and you know, it
3 sounds like he was encompassing us within
4 everybody. I just -- my first thoughts were
5 well, because the elderly are coming back to work
6 because they can't afford their retirement. I
7 see a lot of older people working, and
8 particularly in jobs that aren't paying very much
9 like at Home Depot and Burger King and stuff.

10 So I know that, you know, if you're
11 counting the unemployment rate is very low, but
12 not for our people. The \$13 an hour and \$12 an
13 hour, and Duane, I know he's not here. But
14 that's been the same rate for quite a few years.

15 MR. HOBOT: So I think just if we
16 could add a little, that point in the letter as
17 well, that while we celebrate a move towards full
18 employment, we want to make sure that the type of
19 employment reflects meaningful wages so our
20 people can thrive.

21 MR. WALDRON: Any others? Christine.

22 MS. CAMPBELL: Christine Campbell,

1 Region 5. I would like to piggyback on what Joe
2 said, was even though there are jobs, our people
3 have to compete for those jobs, and that's an
4 issue in the urban areas. There's jobs, yes, but
5 there's also there might be 3,000 people
6 competing for that job.

7 For a fireman position for an example,
8 when the fire department goes for hiring or the
9 police department, or just about any state or
10 government you know, to get good benefits for
11 earning wage, there is a lot of competition.

12 MR. WALDRON: He alluded to that in our
13 tools and being better prepared, I think, and all
14 of that. It's kind of back to the whole training
15 issue and the unemployment rate for Indians.

16 MS. CAMPBELL: And the turnout issue
17 or the turnover issue, I think it's because
18 Indian people have compassion and commitment to
19 our communities. We're not climbing this ladder
20 all the time and saying well, I'm done here, I'm
21 going there. I think we stick it out.

22 MR. HOBOT: Mr. Chair, I think I'd

1 just like to echo that point. It's a fantastic
2 point. One thing that we've noticed in our work
3 is that we have a lot of non-Native organizations
4 that want to parachute into our communities,
5 because they look at the employment opportunities
6 for their own community to help us out.

7 We've established long-term
8 relationships with our people and feel more
9 comfortable coming into our organizations. We
10 are indelibly culturally contextualized within
11 our constituents' cultures. So therefore it
12 behooves us to have a steady purveyor of these
13 services to our people, and not allow non-Native
14 entities to come in and do this work.

15 MR. WALDRON: Yeah, and I think that
16 our funding areas have been refunded. But I
17 think that the staff are turning over, and we're
18 getting younger, you know, and more prepared
19 folks coming in, and every year we ask the
20 question how many new people. I think last year
21 we funded, what, eight new organizations or 12?

22 MS. CAMPBELL: We're aging out.

1 That's why.

2 (Simultaneous speaking.)

3 MR. HOBOT: I think in the President's
4 budget, one of the points of criticism of the
5 President's budget is that it's a static amount
6 of providers, and that they want to see turnover
7 in who's providing the services.

8 Oftentimes, that's been used by non-
9 Native entities to come into our states and do
10 the work on behalf of our people. We want to be
11 I think vigilant in maintaining that, you know,
12 we provide for our own.

13 MR. WALDRON: Athena.

14 MS. BROWN: And also, I know you're
15 familiar with the unemployment rates in the data
16 collected by the Bureau of Labor Statistics, that
17 reflects the large populations across the United
18 States, and they don't collect specific data on
19 rural and Native American reservations, or
20 reservation-based areas. So we're not included
21 in those statistics.

22 So when they say that the unemployment

1 rate is really, you know, really low like three
2 percent, that's not counting, that's not looking
3 and reflecting the unemployment rates in Indian
4 country.

5 MR. WALDRON: So is it John or
6 Patrick? Are they not the same people?

7 MS. BROWN: John Pallasch.

8 MR. WALDRON: John Pallasch and
9 Patrick Pallasch. He's in here. This says
10 Patrick Pallasch.

11 MS. BROWN: I know. It's supposed to
12 be Patrick Pizzella and John Pallasch. It's an
13 error. We're going to have to correct that.

14 MR. WALDRON: Oh, it's just an error.
15 Oh okay. I didn't want the guy to come in --

16 MS. BROWN: That's my error.

17 MR. WALDRON: Call him John and his
18 name's Pat.

19 (Laughter.)

20 MS. BROWN: My apologies.

21 MR. WALDRON: That's okay.

22 (Simultaneous speaking.)

1 (Off mic comments.)

2 MR. WALDRON: Erwin.

3 MR. PAHMAHMIE: I'd also like to
4 comment where we mentioned about, you know, by
5 this lady here with CHAPS. The other lady with
6 disabilities was real informative as well and
7 had, you know, some like, you know, the same
8 model of sorts, you know, and areas of, you know,
9 segue into areas for our people with
10 disabilities.

11 I think that would be great too, to
12 extend an invitation to her as well. I know we
13 got her contact information I think in the
14 slides, right? Maybe we could reach out to her
15 for the national as well.

16 MR. WALDRON: So you know, folks have
17 been attending those meetings in Connecticut.
18 The Pequots have a pretty good-sized program.
19 We've learned some new things about it, because
20 years ago way back we used to stay away from it
21 because you permit the benefits, I know. But
22 we've been learning some stuff and we can

1 probably get them there.

2 They had already been asked to do the
3 -- the Pequots have been asked to do a
4 presentation on this.

5 MR. PAHMAHMIE: Oh okay, because I
6 thought it was good that they were mentioning
7 about veterans, you know, and those veteran
8 target population that, you know, on 166, you
9 know. We're trying to help them out as much as we
10 can.

11 MR. WALDRON: Thank you.

12 PARTICIPANT: (off mic) So I know of
13 the vocational rehab program on Mashantucket. We
14 can share those clients back and forth. We only
15 have that particular agency is Connecticut. They
16 only have to serve just 15 members of their
17 community to place at 200 percent of their
18 performance which is, you know, pretty good for
19 them. They do a lot of talking.

20 But we can share those, you know,
21 clients where we often, you know, go back and
22 forth. We have clients that come into our office

1 that identify they have a disability or anxiety,
2 some essence. We can shuttle them over to that
3 program and utilize those services for people
4 across --

5 MR. WALDRON: And on the Indian health
6 piece, they authorized the purchase of a van for
7 this community health aide. So they're really
8 pushing ahead to make sure we have that. I have
9 a question just on the size of the agenda.
10 There's a lot of pacing to go through. You guys
11 want to just hold going forward? There's a lot
12 here. We've covered a lot of area. Kim.

13 MS. CARROLL: Kim Carroll, Other
14 Disciplines. I would hope that we would include
15 time on the future agendas for us to have some
16 good discussion about some of the issues that
17 we're seeing, so that we can be sure and get our
18 recommendations in, and that we have time to make
19 sure that we're covering what we need to cover.

20 MR. WALDRON: Any other discussion?
21 Going forward, so we know. So we've got two
22 meetings. This is our official first meeting.

1 MS. BROWN: We're not restricted to
2 two meetings a year, but we are -- we have to
3 have a minimum of two meetings a year.

4 MS. BROWN: I'm sorry, but we're also
5 going to have to make sure that we're -- if we do
6 have more than one meeting, we have to modify the
7 budget.

8 MR. WALDRON: Years ago, the committee
9 was a small committee. They used to pay for
10 their travel. What happened?

11 MS. BROWN: Well, if they did it was
12 against the rules. What we do is we pay for,
13 oftentimes pay for Councilmembers, and then have
14 a meeting collectively in an area where we're
15 having a Council meeting and try to schedule the
16 committee meetings at the same time.

17 MS. CAMPBELL: Christine Campbell,
18 Region 5. I have a question. What do we need to
19 do? Do we need to make a motion to have Advisory
20 Council at our national conference this year in
21 Rhode Island? I know there's time restrictions
22 to get it publicized and go through OMB and all

1 of those things.

2 MS. BROWN: If you're planning to have
3 an Advisory Council at the June national
4 conference, I would recommend getting that
5 request in as soon as possible because yes, we're
6 required to publish a minimum of 30 day notice in
7 Federal Register, and of course we still have to
8 plan for that. But I think it can be done.

9 MR. WALDRON: So is that in the form
10 of a motion?

11 MS. CAMPBELL: Yes.

12 MS. CHAISSON: Second.

13 MR. WALDRON: There's a motion on the
14 floor to hold a meeting in Rhode Island in June,
15 the Advisory Council and it's been seconded by
16 Louisiana over there, Lora or Ann. Any
17 discussion?

18 (No response.)

19 MR. WALDRON: There being no
20 discussion, we'll call for the vote. All those
21 in favor signify by saying aye and raise your
22 hands?

1 (Show of hands.)

2 (Chorus of ayes.)

3 MR. WALDRON: Opposed? Abstentions?

4 Let the record show the motion passed. Awesome.

5 So we get ten more minutes. We have discussion

6 about today and then we've got tomorrow coming.

7 So we've got the committees to think about

8 overnight, and we'll talk about that tomorrow

9 near the end. We got a little, you know, backup

10 on it. Any questions for -- I'm sorry, Lori.

11 MS. CHAISSON: Lori Chaisson, Region 4.

12 I have a quick question. I wanted to see if

13 anybody has contacted NCAI for them to be able to

14 announce in General Assembly tomorrow morning

15 that we're having public comment tomorrow

16 afternoon?

17 MR. WALDRON: Athena?

18 MS. BROWN: I told Ian Record that I

19 would provide him with a blurb, so he can make a

20 general announcement. So I will do that by me

21 today.

22 MR. WALDRON: Erwin.

1 MR. PAHMAHMIE: Erwin Pahmahmie,
2 Region 4. Regarding the work groups and seeing
3 the scope of work from our Technical Assistance,
4 do we want to, I mean think about these six
5 tasks, to maybe think about how we want to work
6 with them on getting some of these addressed? I
7 mean they sound like wonderful ideas and concepts
8 but, you know, if they need help, I mean you
9 should probably try to help facilitate them.

10 MR. WALDRON: Yeah. So it's been a
11 while for us, so kind of I know there's some
12 information in the minutes. But there was still
13 some stuff leftover where we ended with all of
14 them. I know --

15 (Off mic comment.)

16 MR. WALDRON: Yeah, we didn't get to
17 them. So you may want to, you know, think about
18 that tonight, read through them and maybe
19 tomorrow I, you know. I remember it was so kind
20 of you Winona, when we were having they
21 appropriated like almost a half a million dollars
22 to Hawai'i, and you guys didn't ask for it.

1 MS. WHITMAN: Hawai'i and Alaska.

2 MR. WALDRON: Yeah, Hawai'i and Alaska.

3 MS. WHITMAN: It was 250 per.

4 MR. WALDRON: Per each group, and so
5 you guys wanted to put that back and that did
6 happen.

7 MS. WHITMAN: No, no.

8 MS. BROWN: Actually, I have an update
9 on it.

10 MS. WHITMAN: But based on the Act, I
11 see where the last appropriation was in 2020. I
12 mean based on what is in the Act now.

13 MS. BROWN: So that was like -- it was
14 in the appropriations and there was language that
15 was very specific authorizing the program. So we
16 were very locked into what we could and couldn't
17 do because of that authorizing legislation, as we
18 were advised by our Solicitor.

19 So we went forward, even though of
20 course the recommendations from this Council are
21 always taken into consideration. Everything is
22 always reviewed by our Solicitor's office and

1 then the policymakers within the Department. So
2 the Department moved forward to go ahead and fund
3 the section. It's called the Section 166(k) for
4 special populations, which included Alaska and
5 Hawai'i.

6 So there was \$500,000 for the whole
7 entire project. Only two entities were funded.
8 It was Alu Like and --

9 MS. WHITMAN: Well, and let me say,
10 reiterate again. Alu Like did not have a part in
11 getting this in. So it was like I felt like it
12 was a divisive program, because there was no
13 appropriation. Well, Alu Like did not, whatever
14 you want to call it, lobby for it. We did not
15 have any part in it, and it was divisive because
16 it took away funds from present grantees. There
17 was no new allocation. So for me, it was like we
18 don't need to fund this.

19 MS. BROWN: Right. So having said
20 that, the Department did move forward and we
21 funded Aleutian Islands Pribilof and we decided
22 to focus the initiative on science, technology,

1 engineering and math. Jennifer Whitmore and Guy
2 Sitopkar (phonetic) are the federal project
3 officers for that particular project.

4 And I have to report that they've done
5 a very good job. Those two grantees have
6 basically initiated programs within their
7 communities. The Aleutian Islands Pribilof is a
8 very small grantee in Alaska, but they've managed
9 to enroll literally everybody in their community
10 that qualifies to participate in this program,
11 and have really initiated everybody in their
12 schools to participate in science, technology,
13 engineering and math.

14 So they had really good outcomes, and
15 Hawai'i also, as I understand it --

16 MS. WHITMAN: Well, let me also
17 clarify. It's not, it's not our employment and
18 training program from Alu Like that applied for
19 it. It was the current technical education
20 program at Alu Like that applied for it. So I
21 have been hands off.

22 MS. BROWN: Yes, and we understand

1 that. And the Hawai'i program has also been very
2 successful, both of them very successful with
3 these dollars. They were well spent, I can
4 assure you, because it did come out of the
5 Section 166 program.

6 We did not get an additional
7 authorization, so it reduced the amount of money
8 that went into all of the Section 166 programs.
9 So this year, that authorizing language was not
10 included in our appropriations language. So we
11 have the option to bring those two projects to a
12 close basically, where they're not going to
13 receive future funding if we don't want to take
14 them out of the Section 166 program.

15 So this may have to come like if it's
16 a recommendation of the Council again. But in
17 any case, we do have the options of not including
18 them as part of the Section 166 program. But I
19 can report that the monies have not been
20 completely spent for those two projects. So they
21 have enough to carry them forward.

22 They have enough carry-forward money

1 to continue the project for a little while, so
2 that they allow them some time to sort of close
3 out or maybe look at some alternate sources of
4 funding. There's a lot of STEM funding out there
5 available.

6 So I've had discussions internally
7 with the Solicitor's office and also with Kim
8 Vitelli, who is with the Office of Workforce
9 Investment and some of my other senior partners,
10 and we're really looking at just putting that
11 money back into the Section 166 program.

12 MR. WALDRON: So we are three minutes
13 ahead of schedule. If there aren't any other
14 questions or issues we can recess. Make a motion
15 to recess until tomorrow.

16 MS. CHAISSON: I make a motion, Lori
17 Chaisson.

18 MS. HIBBELER: Second.

19 MR. WALDRON: Motion's been made and
20 seconded, unanimously passed.

21 (Laughter.)

22 MR. WALDRON: See you tomorrow

1 morning. I guess we come early again, so make
2 sure we can all get in from downstairs at quarter
3 of 9:00. Is that your understanding?

4 MS. BROWN: Yes.

5 (Whereupon, the above-entitled matter
6 went off the record at 4:26 p.m.)

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C E R T I F I C A T E

This is to certify that the foregoing transcript


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and Training Council Meeting

Before: US DOL

Date: 02-11-20

Place: Washington, DC

was duly recorded and accurately transcribed under
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