

UNITED STATES DEPARTMENT OF LABOR

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NATIVE AMERICAN EMPLOYMENT AND TRAINING COUNCIL

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MEETING

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THURSDAY  
DECEMBER 7, 2023

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The Council met at the Department of Labor Frances Perkins Building, 200 Constitution Avenue, NW, Washington, D.C., at 1:30 p.m., Joseph Quintana, Chair, presiding.

PRESENT

JOSEPH QUINTANA, Region 6, Chair  
LORA ANN CHAISSON, Region 4  
ROBIN COUNCE, Region 4  
LORRAINE EDMO, Region 4  
PATRICIA HIBBELER, Other Disciplines  
ROBERT HOULE, Region 5  
CANDACE LOWRY, Region 3  
HOLLY MORALES, Region 6  
ERWIN PAHMAHMIE, JR., Region 4  
ANGEL PEER, Region 5  
GARY RICKARD, Region 6  
KAY SEVEN, Other Disciplines  
DARRELL WALDRON, Regions 1 & 2  
WINONA WHITMAN, Region 6  
JACOB WOJNAS, Other Disciplines

## ALSO PRESENT

NATHANIEL COLEY, Designated Federal Official

DUANE HALL, DINAP

LENITA JACOBS-SIMMONS, ETA Deputy Assistant  
Secretary

JACK JACKSON, DOL Tribal Liaison

CHERYL MARTIN, Office of Workforce Investment

KIMBERLY VITELLI, Administrator, ETA Office of  
Workforce Investment

JULIA WAKEFORD, National Indian Education  
Association

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

2 (1:47 p.m.)

3 CHAIR QUINTANA: Okay. Good afternoon,  
4 everyone. Joseph Quintana, Chair of the Native  
5 American Employment and Training Council. We're  
6 going to go ahead and call our meeting into  
7 order. The time is 1:48 p.m. I want to start by  
8 asking if anybody in the room would offer an  
9 opening blessing. The Chair recognizes Gary.  
10 Would everybody please stand?

11 MEMBER RICKARD: Dear heavenly father,  
12 thank you for allowing us to get here safely.  
13 Thank you for allowing us to meet and allowing us  
14 to work on problems that we need to work on for  
15 our people. Employment training is a special  
16 need for our people throughout this country and  
17 having the special council meet and decide on  
18 what we could do best for them.

19 We thank you for this time. We thank  
20 you for the leadership that we now have. And we  
21 thank you for the people that are willing to give  
22 up their time to come here and provide this

1 opportunity to work on improving our employment  
2 and training system. Thank you for allowing us  
3 to have this meeting space. Thank you for  
4 allowing everybody to get here safe. In Jesus'  
5 name, amen.

6 CHAIR QUINTANA: Thank you, Gary. On  
7 the virtual meeting -- unfortunately, our  
8 secretary, Robert Houle, is unable to join us,  
9 but he will be joining us virtually. Robert,  
10 will you do me in a favor and please start us  
11 with a roll call?

12 MEMBER HOULE: Mr. Chairman, can you  
13 hear me?

14 CHAIR QUINTANA: Yes, thank you.

15 MEMBER HOULE: Can everyone hear me?

16 (Chorus of yes.)

17 MEMBER HOULE: Great. Thank you, Mr.  
18 Chairman. It's a pleasure today to be in your  
19 company, coming to you from the great state of  
20 Wisconsin, the southern shores of Lake Superior  
21 and the Ojibwe people. I'm honored to be a part  
22 of this process and look forward to the next day

1 and tomorrow.

2 I will call out roll and if I  
3 mispronounce your name, please feel free to  
4 correct me, but I'll do my best. Jacob Simmons.  
5 Jacob Simmons? Kim Carroll. Kim Carroll? Lora  
6 Chaisson.

7 MEMBER CHAISSON: Here.

8 MEMBER HOULE: Laura Chaisson.

9 MEMBER CHAISSON: Here.

10 MEMBER HOULE: Robin Counce.

11 MEMBER COUNCE: Present.

12 MEMBER HOULE: Thank you, Robin.

13 Lorraine Edmo.

14 MEMBER EDMO: Here.

15 MEMBER HOULE: Thank you. Patricia  
16 Hibbeler.

17 MEMBER HIBBELER: Present.

18 MEMBER HOULE: Thank you. Robert

19 Houle present. Shawn Isaac. Shawn Isaac?

20 Candace Lowry.

21 MEMBER LOWRY: Present.

22 MEMBER HOULE: Thank you, Candace.

1 Holly Morales.

2 MEMBER MORALES: Present.

3 MEMBER HOULE: Thank you. Erwin

4 Pahmahmie, Jr.

5 MEMBER PAHMAHMIE: Present.

6 MEMBER HOULE: Thank you. Joseph

7 Quintana.

8 CHAIR QUINTANA: Present.

9 MEMBER HOULE: Gary Rickard.

10 MEMBER RICKARD: Here.

11 MEMBER HOULE: Thank you, Gary. Kay

12 Seven.

13 MEMBER SEVEN: Present.

14 MEMBER HOULE: Thank you. Carol

15 Waldron.

16 MEMBER WALDRON: Here.

17 MEMBER HOULE: Winona Whitman.

18 MEMBER WHITMAN: Aloha. Present.

19 MEMBER HOULE: Aloha. Jacob Wojnas.

20 MEMBER WOJNAS: Present.

21 MEMBER HOULE: Thank you, Jacob. I

22 believe that's all. Did I miss anyone?

1 MEMBER PEER: Yes. Angela Peer.

2 MEMBER HOULE: Angela, thank you.

3 Angela Peer.

4 MEMBER PEER: Yes.

5 MEMBER HOULE: Thank you, Mr.

6 Chairman.

7 CHAIR QUINTANA: Thank you, Secretary  
8 Houle. A couple of housekeeping. Thank you all  
9 for joining us today. If you can, please place  
10 your phones on vibrate or silent. If you have to  
11 take a call, please excuse yourself outside of  
12 the room. We have a number of -- we may have  
13 some of our council members who are joining us  
14 virtually. We ask that you please raise your  
15 hand or send a message and that will notify me  
16 that you're requesting an opportunity to speak.

17 So we'll go ahead and move along with  
18 our agenda. In your folders, you should have had  
19 a copy of the agenda for today. I'd like to ask  
20 there be a motion to accept today's agenda.

21 MEMBER SEVEN: Motion to accept.

22 CHAIR QUINTANA: Do I have a second?

1 MEMBER PEER: Second.

2 CHAIR QUINTANA: Second by Angela.

3 MEMBER PEER: Patricia.

4 CHAIR QUINTANA: Oh, Patricia. I'm  
5 sorry. I'm looking your way. Any discussion  
6 about the agenda? The Chair recognizes Kay  
7 Seven.

8 MEMBER SEVEN: I was going to request  
9 if Nat or Kim if you could do a quick overview of  
10 Tuesday's event, Good Jobs and Tribal  
11 Communities.

12 CHAIR QUINTANA: It will be on your  
13 particular section. Not now. It will be at the  
14 time of your --

15 MEMBER RICKARD: That will give you  
16 time to arm wrestle.

17 CHAIR QUINTANA: Any other discussion  
18 points? If not, we'll move forward. All those  
19 in favor, please state aye.

20 (Chorus of ayes.)

21 CHAIR QUINTANA: All those opposed say  
22 nay. And those abstained. No. If not, we'll



1 move forward now. Also in your packets, you  
2 should have had a summary of the meeting minutes  
3 from our previous meeting that took place in May.  
4 Who would like to open the floor for a motion to  
5 accept the meeting minutes?

6 MEMBER EDMO: Mr. Chairman, could we  
7 possibly postpone until tomorrow to accept the  
8 minutes because I haven't -- it's the first time  
9 I've seen the minutes.

10 MEMBER WALDRON: I second that.

11 MEMBER EDMO: Mr. Coley said they were  
12 on the web site, but I don't -- I haven't seen  
13 then, you know, until now. Could we possibly do  
14 that?

15 CHAIR QUINTANA: Any other discussion  
16 about postponing? If not, all those in favor of  
17 postponing accepting the meeting minutes as is  
18 until tomorrow morning to start day two, please  
19 say aye.

20 (Chorus of ayes.)

21 CHAIR QUINTANA: Any that oppose, say  
22 nay. Any choose to abstain? We will move

1 meeting minutes approval to tomorrow morning for  
2 everyone to review. Let us know if you don't  
3 have access to them so that we can (audio  
4 interference).

5 We also want to discuss follow-up on  
6 motions and resolutions that have been shared May  
7 3rd and 4th. There are a number of items that  
8 were covered. I will offer a brief summary of  
9 what those were. One of them was Member Hibbeler  
10 made a motion for the Council to ask the  
11 Department of Labor to approve a council meeting  
12 in June or July 2023. Given the amount of work  
13 to be done before the November 2023 meeting, the  
14 motion was seconded by Member Waldron and passed  
15 unanimously.

16 Member Hibbeler, do you think you can  
17 offer a brief summary as far as what took place  
18 at the June/July meeting?

19 MEMBER HIBBELER: The effective  
20 management meeting?

21 CHAIR QUINTANA: Was there another  
22 meeting? I believe it was the effective one.

1                   MEMBER HIBBELER: Yeah. So at that  
2 meeting, we discussed the issues that were  
3 prepared in the last council meeting and which  
4 ones we needed to follow through with and wanted  
5 to have ready for today. So we'll get further  
6 details in the effective management meeting --  
7 their report later today.

8                   CHAIR QUINTANA: Thank you for that,  
9 Member Hibbeler. Anybody have any questions in  
10 regards to that meeting that took place earlier  
11 this year? If not, we'll move forward. Another  
12 item that had been shared was Member Waldron made  
13 a motion to remove the language on the  
14 competitive status for 166 and 477 grants. The  
15 motion was seconded by Member Hibbeler and passed  
16 unanimously. Has there been follow up?

17                   MEMBER WALDRON: I got follow up on a  
18 letter here that they did recognize we made the  
19 motion (audio interference).

20                   CHAIR QUINTANA: Thank you. Any  
21 questions in regards to that motion that was  
22 shared by Mr. Waldron? If not, the other item

1 was Member Waldron made a motion to get back into  
2 alignment with the 1 percent in partnerships with  
3 the Department of Labor. Member Rickard  
4 suggested that the motion include mention of the  
5 original law and peer-to-peer training. The  
6 motion was seconded by Member Carol and passed  
7 unanimously.

8 Is this an item that we want to talk  
9 about now?

10 MR. COLEY: I think we can talk about  
11 it during the updates.

12 CHAIR QUINTANA: Okay.

13 MR. COLEY: Yeah. It's our approach  
14 to training and how we want to move forward with  
15 how we're conducting our training. And I think  
16 maybe an overview of the conference we had, just  
17 the small size and the intimate discussions might  
18 be useful as well.

19 CHAIR QUINTANA: Okay. Thank you for  
20 that. Were there any other items that had come  
21 out of the May meeting that I haven't mentioned  
22 previously? The Chair recognizes Mr. Waldron.

1                   MEMBER WALDRON: Yeah. I think there  
2 were two that were done. We had the letters  
3 going out to the community to let them know  
4 what's going on inside of Labor. And I think we  
5 did that. It was successful and they talked  
6 about more fiscal workshops and those fiscal  
7 workshops were provided here. So I think we met  
8 at the conversation that was done there.

9                   CHAIR QUINTANA: Thank you for that,  
10 Mr. Waldron. And we will have more to offer  
11 during tomorrow's effective management workshop.  
12 So we'll give a more in-depth summary as far as  
13 what's taking place. If there's nothing more, is  
14 there anything that's online -- a request online?

15                   MR. COLEY: No.

16                   CHAIR QUINTANA: Okay. Then we'll  
17 move forward. Next item for discussion is  
18 Department of Labor leadership. The Chair  
19 recognizes Kimberly Vitelli. Kim, are you  
20 starting us off?

21                   MS. VITELLI: Sure, I can start. Can  
22 everyone hear me okay? I know I'm in a different

1 spot in the room than the Chair.

2 MEMBER WALDRON: I can.

3 MS. VITELLI: Okay. Oh, my back is to  
4 the --

5 MR. COLEY: We have another camera  
6 coming. The camera can see you perfect.

7 MEMBER WALDRON: No, your face is  
8 there.

9 (Simultaneous speaking.)

10 MS. VITELLI: Okay. Well, I can say  
11 a little bit. I've got my notes about everything  
12 that I want to tell you sort of spread across two  
13 things here. Let me start just by reflecting on  
14 some of the events that took place earlier in  
15 this week. And Nat will also have reflections to  
16 share when you're giving updates. We were both  
17 at a lot of these events.

18 So we know that many of you were at  
19 MiniTech earlier this week. And I want to let  
20 Matt give more details about sort of like what  
21 the kinds of training that we put together there,  
22 largely based on the kinds of feedback that this

1 Council has given us. On Tuesday, we held -- our  
2 Acting Secretary Julie Su held a closed door  
3 meeting with tribal leaders and three members of  
4 this council, Chair Quintana, Vice Chair Kay  
5 Seven, and previous Chair Darrell Waldron, along  
6 with several tribal leaders to have a closer  
7 conversation -- pretty open conversation where  
8 folks could sort of share what was -- what was a  
9 concern for them. The large framing for it was  
10 what kinds of things are most important for  
11 increasing job quality? Not just getting jobs,  
12 but getting good jobs. And then what kinds of  
13 barriers are in place was sort of the frame for  
14 the conversation.

15 That was then followed by a panel that  
16 was open to the public and streamed online that I  
17 think some of you either were in the room or saw  
18 online featuring lifting up and showcasing  
19 examples of where tribes and tribal organizations  
20 and tribal businesses have put together models  
21 that result in good jobs. So it was especially  
22 focused on apprenticeship as a strategy for good

1 jobs.

2 In the closed door meeting, some of  
3 the conversation points that came up were the  
4 need for adequate funding for employment and  
5 training programs. So the promise and excitement  
6 of apprenticeships and where people had seen them  
7 -- how good it can be, but also the challenges of  
8 being able to find apprenticeships, being able to  
9 navigate the registered apprenticeship system.  
10 And like a long history of apprenticeships,  
11 particularly ones sort of grounded in the skilled  
12 trades and unions that are working on being more  
13 open, but do not have a history of being  
14 necessarily open and then largely dominated by  
15 white men, particularly in the skilled trades.

16 And we also learned that Speaker  
17 Curley, the speaker of the House of Navajo  
18 Nation, had been a participant in a workforce  
19 program. I think it must have been WIA when she  
20 was in high school. We didn't even know at the  
21 beginning of the meeting and it just sort of came  
22 out in the meeting. So it was a really great



1 moment to be able to connect the kinds of work  
2 that our programs do and like the kinds of career  
3 paths that it launches people on, so it was a  
4 really great moment.

5 The tribal panel had a lot of folks in  
6 the audience including from our DOL folks from  
7 Office of Apprenticeship, Office of Workforce  
8 Investment, and also members of the public that  
9 were -- that were there at the panel. Then that  
10 kind of engagement and theme about preparing  
11 people for good quality jobs had also continued  
12 at the Tribal Nation Summit yesterday where the  
13 President and Vice President spoke and Acting  
14 Secretary Su spoke, along with other Cabinet  
15 officials.

16 Acting Secretary Su then also -- all  
17 four of the Cabinet officials that were there  
18 then did breakout rooms. And Acting Secretary Su  
19 then held a breakout session to talk with the  
20 tribal leaders present about who wanted to join  
21 that breakout on workforce development. So some  
22 sort of similar themes came through there as

1 well. The need for funding, the desire for the  
2 kinds of training -- not just apprenticeship, but  
3 like the things like apprenticeship represents  
4 that there are investments out there. There's  
5 going to be new jobs associated with some new  
6 construction and being able to have to prepare  
7 people for that, not only needing money, but also  
8 needing to be able to sort of connect across  
9 systems was a theme that I heard. Right? Like  
10 it's not just workforce development, it's  
11 workforce development in connection with  
12 education and with economic development and with  
13 the kinds of supports like mental health support  
14 and physical health support.

15 So I first wanted to be able to do  
16 follow ups. I think some of the do-outs from the  
17 Department of Labor were to -- so the specific  
18 asks for the Department of Labor were to find  
19 ways to let a broader number of people know about  
20 workforce resources that do exist and about --  
21 for the Department of Labor and other agencies to  
22 also help do some of the connecting, you know,

1 where there's inadequate funding, there is also  
2 pots of funding available that just aren't all  
3 coming out of the same agency, but it can be  
4 really difficult for people to be able to find it  
5 all.

6 So for the Department of Labor and  
7 other agencies to work together to make that a  
8 better map. So I know that there were others  
9 there as well that participated in those  
10 conversations, so I don't want to say that,  
11 that's, you know, people should also share what  
12 else that they heard.

13 I also wanted to give you a few  
14 updates on the kinds of things happening in the  
15 Department of Labor and in the Office of  
16 Workforce Investment. One of them that I know is  
17 on people's minds -- it's on my mind -- is the  
18 budget -- what's happening with the budget.  
19 Right? So Congress has not yet appropriated  
20 anything for -- well, they have appropriated  
21 continuing resolutions. They have not passed any  
22 appropriations bills for FY24. So we really

1 don't know what this will contain.

2           You read the news just like I do, so  
3 I don't have a crystal ball about exactly what  
4 will be in that budget, but there's apparently a  
5 lot of hard knocking conversations about what  
6 will be in there with very different price points  
7 between what's in the Senate markup and what's in  
8 the House bills -- the House markup. The House  
9 has passed one or two bills. They haven't passed  
10 the Labor -- the bill -- what we call Labor,  
11 Human Services, and Education bill --  
12 appropriation bill. And certainly, you know,  
13 they'd have to pass bills in both House and then  
14 come to Congress. So even if the House were to  
15 pass it, it's not necessarily that that's where  
16 our final appropriation is.

17           They seem to be saying repeatedly that  
18 they don't want just another CR. Or they also  
19 are trying to avoid an omnibus where they write  
20 like one giant appropriation and pass it all at  
21 once. However, they have not taken the steps  
22 necessary to actually fulfill those desires --

1 stated desires. So we don't really know what's  
2 going to happen on February 2nd.

3            Luckily for the programs, you know, on  
4 February 2nd, if there were to be a lapse in  
5 appropriation, we go home, but you continue  
6 funded with your program year dollars. Obviously  
7 not having an appropriation catches up with all  
8 of us, but the immediate impact is more on the  
9 feds than on programs funded on a program year.  
10 And then there very well might not be an  
11 appropriations lapse, but that is always a  
12 possibility and we have to prepare for it. So we  
13 do have plans laid for that.

14            And then you know, we'll be -- we'll  
15 get in touch again when we know what our  
16 appropriation is. They'll obviously be a lot of  
17 decisions to make from there whether that's an  
18 increase, a decrease, or a flat funding, we'll  
19 each have its own like set of actions that we  
20 need to take.

21            DOL awarded a couple of grants since  
22 we last spoke. At the end of September, we

1 awarded the Building Pathways to Infrastructure  
2 Careers set of grants. And the critical sectors  
3 job quality grants for the Building Pathways  
4 grant program. That one was about \$94 million.  
5 This is one that we had built. We were  
6 purposefully trying to expand who could apply to  
7 sort of ease up access to federal funds like  
8 this. So we have created two tracks. People can  
9 apply for smaller grant programs in sort of like  
10 a development track, like a planning grant type  
11 of thing.

12 And then organizations that have been  
13 around in a while, been in the game, had some  
14 plans, they could get a scaling grant. Those  
15 were larger and had higher expectations both in  
16 terms of what they're responsible for and what  
17 they would report. And that was to sort of  
18 create some doors into federal funds for  
19 organizations that maybe hadn't had those before.

20 We also extended the open period to  
21 allow newer organizations to have like a longer  
22 time to apply. And then we did some online

1 technical assistance to, you know, to give people  
2 like an orientation to applying for federal  
3 funds. And then we separately did a specific one  
4 just for tribal organizations to be able to share  
5 that information. We did get a lot of --

6 MEMBER RICKARD: Kim?

7 MS. VITELLI: Yes, sir.

8 MEMBER RICKARD: Has money been  
9 separated that would guarantee the Indians so  
10 much money available?

11 MS. VITELLI: No.

12 MEMBER RICKARD: Okay.

13 MS. VITELLI: No, not on this grant.

14 MEMBER RICKARD: Okay.

15 MS. VITELLI: And so you know, the  
16 grants that came out then, we were hoping that  
17 all of those actions would change up. And it did  
18 change up sort of more organizations applied than  
19 previously had. And we did not end up with any  
20 tribal grantees though. And so you know, the  
21 steps that we took I hear you're already offering  
22 as another step that we could take.

1           But to the extent that this Council  
2 has future -- and like a thing for the Council to  
3 think about and offer us advice on is further  
4 recommendations on how we can expand, how to make  
5 those grant opportunities even more accessible to  
6 tribes. Of course, we also hear and know that,  
7 you know, just prior funding for 166 is also --  
8 is also a priority. And while we have funds that  
9 must be competitively awarded, we want to make  
10 those possible as well.

11           And Deputy Assistant Secretary, Lenita  
12 Jacobs-Simmons, if you want to join us at the  
13 front, you are welcome to do so.

14           MS. JACOBS-SIMMONS: I didn't want to  
15 come up and interrupt you.

16           MS. VITELLI: We're just having a  
17 conversation. I just wanted to at least  
18 recognize that you're in the room now.

19           CHAIR QUINTANA: As a piece of  
20 housekeeping also, those in-person and virtual,  
21 please raise your hand and I'll call upon you.  
22 And please state your name and the region which



1 you serve. The Chair recognizes Darrell Waldron.

2 MEMBER WALDRON: Darrell Waldron,  
3 Region 1 and 2. Can Native Americans apply? Do  
4 we have tribes in urban centers actually apply  
5 for the money?

6 MS. VITELLI: We did not have a lot of  
7 tribes apply. We did not.

8 CHAIR QUINTANA: Chair recognizes Kay  
9 Seven.

10 MEMBER SEVEN: Okay, so that's really  
11 good information for us to know. And maybe the  
12 recommendation needs to be that maybe out of this  
13 existing pool of monies out of the building --  
14 this one and maybe future -- near future funds  
15 that are available for workforce development is  
16 maybe to tie into existing agreements that  
17 Department of Labor has with the other fellow  
18 agencies addressing the nation's workforce  
19 because -- I'm saying this because I recently  
20 became a member of the Federal Advisory Committee  
21 for the U.S. Department of Energy and with our  
22 Energy Workforce Advisory Board.

1           It's real interesting with this board  
2 because they're looking -- a lot of our data and  
3 information gathering right now, they're looking  
4 at how -- what's happening with the monies for  
5 the Bipartisan Infrastructure Bill? What's  
6 happening with the Inflation Reduction Act money?  
7 What's happening with the CHIPS and Science Act  
8 money? And where are those monies going across  
9 the country? And where are the gaps? And it's  
10 obviously around tribal communities.

11           And so this committee is also looking  
12 at how's it that we address that energy -- our  
13 workforce development happened for the  
14 underserved populations, tribal nations, whatnot.  
15 I'm suggesting at that table that they look at  
16 the existing legislation that tribal nations have  
17 using the authority of public law 102477. And  
18 that if Department of Labor can say well, we want  
19 to work with Department of Energy because we're  
20 under an existing agreement, is that we want to  
21 save money. Hold some aside for a project that  
22 might arise out of the U.S. Department of

1 Energy's work with Workforce Development

2           There's real interesting work going  
3 on. There's a lot of questions that we're  
4 asking. We're meeting with different Department  
5 of Energy offices today included with the Office  
6 of Indian Energy. And you know, I suggested that  
7 you know, will it get to a point where the  
8 Secretary of Energy is asking to reach to other  
9 federal agencies for the wraparound services this  
10 table's asking for, for childcare,  
11 transportation, housing, commerce, education,  
12 whatnot, Labor. So it might be mindful for this  
13 building to say you know what? We need to set  
14 aside for those forthcoming opportunities where  
15 we can share our workforce development projects  
16 with another fellow agency.

17           And what was interesting about all  
18 this when I was looking at the White House Summit  
19 yesterday on the front page, it talks about the  
20 staff with the White House committee. Tom  
21 Perez's name is in there. And I thought, cool.  
22 Because I'll never forget that day in July of

1 2014 when Tom did a public announcement of the  
2 Workforce Innovation and Opportunity Act. I  
3 always remember him saying what Congress wanted  
4 was to address silo implosion of federal agencies  
5 on The Hill. That we're not working in silos and  
6 that we are working agency to agency to address  
7 this nation's workforce.

8 So I see this as an opportunity for  
9 this table to recommend to the U.S. Department of  
10 Labor that we keep those type of avenues open for  
11 us. And that there are tribal nations working on  
12 projects. I do know that there is a Southern  
13 California group working on an energy project  
14 right now. Well, maybe a portion of those funds  
15 go in that direction. So there's a lot of good  
16 work going on with this community. I'm real  
17 excited to know what's going on and (audio  
18 interference) the relationship with this table or  
19 this building.

20 CHAIR QUINTANA: Joseph Quintana,  
21 before we go to Mr. Waldron, is I want to share  
22 my appreciation to Acting Secretary Su in

1       fulfilling a goal of ours that had been initially  
2       established under previous Secretary Marty Walsh.  
3       I think being able to host Good Jobs for Tribal  
4       Communities should be a start. I think it should  
5       be something that we consider expanding. And  
6       hopefully this body can put forth that  
7       recommendation to the Acting Secretary in order  
8       to ensure that there's a continued investment in  
9       serving our communities.

10                I think as much -- there was a  
11       tremendous amount of good that came, especially  
12       having you, Kim, as part of it and then also all  
13       the other folks from the Department of Labor.  
14       But I think there's a great deal that we can  
15       still get done. I think for her involvement at  
16       the -- I mean Acting Secretary Su's involvement  
17       at the White House Tribal Summit was important.  
18       It was also good for her to sit in the room.

19                But I felt like there was a lot more  
20       investment that could have been made in  
21       particular in us preparing tribal leaders to have  
22       that conversation with her. I felt like that's a

1 role that perhaps DINAP could help fulfil, either  
2 by creating reporting or making sure that they  
3 have opportunities to see successful things that  
4 are happening across Indian Country that they can  
5 rely on.

6 Also making sure that there's the  
7 right data that's being collected and shared with  
8 tribal leaders because it seems like some of the  
9 questions that had been presented with Acting  
10 Secretary Su could have been handled at a much  
11 earlier time. But I just wanted to share -- I  
12 felt it was tremendous. A good opportunity for  
13 the Department of Labor. But I think there's a  
14 lot more work we can still can done.

15 The Chair recognizes Darrell Waldron.

16 MEMBER WALDRON: Darrell Waldron,  
17 Region 1 and 2. I just want to get back to the  
18 funding that went out and maybe our people didn't  
19 know about it, although I know it's been talked  
20 about in a lot of our meetings. Did you get any  
21 feedback at all, Director Coley from grantee  
22 community? Like are they asking questions about

1 the funding application? I mean it's \$90  
2 million. It was talked about on several  
3 occasions and it doesn't sound like many applied.  
4 We're just guessing here, but any information as  
5 to why nobody applied? Because it sounds like  
6 grants that are needed in our communities.

7 CHAIR QUINTANA: Chair recognizes  
8 Matt.

9 MR. COLEY: No, we didn't receive any  
10 feedback from folks. And we did have it in our  
11 DINAP digest and also our FPOs had 101s with  
12 grantees to make them aware of it as well. So I  
13 think it's more of a staffing issue and getting  
14 the resources -- to apply for more resources.

15 MEMBER WALDRON: Which is a little  
16 concerning, right, because the resources aren't  
17 there. They're not going to continue to be there  
18 as we move into these new partnership worlds.  
19 But it's just concerning that there was so much  
20 money available and we have been talking about --  
21 and you know, we've had a couple of  
22 conversations, though informal, about Native

1 people accessing more of what's available to them  
2 and opportunities that are so small a group, if  
3 any, nearly actually applied.

4 CHAIR QUINTANA: Are there any other  
5 questions or comments? Chair recognizes Lora  
6 Ann.

7 MEMBER CHAISSON: Yes. Region 4, Lora  
8 Ann Chaisson. I want to go back a little bit  
9 further with you regarding when you was talking  
10 about Congress, February 2nd, those dates. Do  
11 you have who's on the committees -- who is on the  
12 committees? Do you have, you know, all that  
13 information? That way, we could get that on to  
14 our tribal leaders to be able to start advocating  
15 for that?

16 MS. VITELLI: So let me walk a careful  
17 line here. So who's on the Appropriations  
18 Committee- is definitely public knowledge. And  
19 we can find that.

20 MEMBER CHAISSON: Right. Find  
21 everyone of them.

22 MS. VITELLI: That's easy enough to



1 share with you the link about where the  
2 Appropriation Committee members are. And then  
3 I'm going to take a step back, rather than -- I  
4 know organizations all the time talk with their  
5 members and share information. And then, you  
6 know, what you guys and what any organization  
7 chooses then to talk about with Congress I'm  
8 going to leave to corporate folks to be able to  
9 find. But we can find the link for you so that  
10 you can see who's on the Approps Committee. I  
11 mean that's totally public knowledge. That's  
12 easy for us to find for you.

13 MEMBER CHAISSON: But I think it's  
14 just important that -- I mean, I know that you  
15 can't do that, but I think it's important that as  
16 tribal in all of -- every person that's sitting  
17 in here, I think it's important that we start  
18 advocating for those funds to be reauthorized.  
19 We don't want to have a gap.

20 CHAIR QUINTANA: Chair recognizes Kim  
21 Vitelli.

22 MS. VITELLI: I wanted to give one

1 more update and set of questions for you, but I  
2 wanted to check on how you're feeling about the  
3 agenda, Chair Quintana.

4 CHAIR QUINTANA: At this time, we're  
5 fine.

6 MS. VITELLI: Okay. Is it okay if I  
7 -- okay. I told you guys I had stuff like all  
8 over the place. Here it is. So we've talked  
9 before here in this room about the necessity of  
10 being able to share what works, right, so that we  
11 can -- we can all do what works. And so I wanted  
12 to let you know and sort of gauge your interest  
13 on engaging with us further on a project that  
14 we're working on with the Chief Evaluation Office  
15 that sits within the Department of Labor.

16 So DOL has recently stood up a project  
17 that we call Evidence-to-Action. And it's really  
18 meant to bridge the gap between, you know, what  
19 researchers and data analysts know and then what  
20 practitioners know and do. So we want to help be  
21 able to, you know, make it very free and open  
22 information about what works. Right? And to be

1 able to both build the evidence base and make it  
2 very easy for practitioners to be able to know  
3 what works so that if they want to make  
4 adjustments to how they're, you know, putting  
5 together their programs, that they can do that.

6 And that we have a project  
7 specifically with them to be able to co-design a  
8 project. We were at the very early stages and we  
9 want to co-design it with you or other people  
10 that you suggest. And to be able to do this kind  
11 of Evidence-to-Action study specifically for  
12 Native American communities and tribes because  
13 there's like a different context that tribes are  
14 operating in and might need different like what  
15 we would sort of tell a state might need to be  
16 different and provide something specific to  
17 tribes and Native American organizations.

18 So just to give you a flavor for some  
19 of the things that we've done in the past in  
20 similar-looking projects is we have -- really I'm  
21 saying "we", but it's our Chief Evaluation Office  
22 that has synthesized evidence in a couple

1 specific strategies so they've synthesized  
2 evidence on apprenticeship so that practitioners  
3 don't have to like read a whole lot of books or  
4 like go through a lot of academic studies, that  
5 there's sort of an assembly line. Here's what we  
6 know works in apprenticeship.

7           They've also done some storytelling  
8 and feedback loops about how evidence is being  
9 used in the field and to also solicit questions  
10 from the field about what future research would  
11 be. Right? So that it's not just the academics  
12 thinking about what like research needs to  
13 happen, but that's informed by practitioners and  
14 done, like literature reviews.

15           And we have also done a series of  
16 round tables. We did one on evidence around  
17 making community college offerings more  
18 equitable. And we did a sort of evidence-based  
19 round table if that makes sense where it was like  
20 academics and practitioners together. And that  
21 conversation was meant to be useful for  
22 practitioners.

1                   So we would like to do that for, you  
2 know, employment and training strategies in use  
3 by Native American communities and tribes. But  
4 we would not want to get too far down thinking  
5 about this without some pretty significant input.  
6 And I think this Council would be -- or a subset  
7 of numbers from it could be one of the sources of  
8 that kind of information. So I wanted to sort of  
9 put that out there while I had the floor. I  
10 would welcome your feedback either now or if you  
11 want me to find me later or send emails later, I  
12 guess we'd give it to the different kinds of  
13 discussions.

14                   CHAIR QUINTANA: Chair recognizes  
15 Gary.

16                   MEMBER RICKARD: Gary Rickard, Region  
17 6. Many, many, many, many years ago, California  
18 Indian Manpower received a contract to provide  
19 back some practices that our grantees were using  
20 that were successful in moving their clients  
21 through their system. And I think there was two  
22 or three sections in there in that, my supervisor

1 or boss or the executive director, Ms. Sanchez  
2 gave me the project. And of course, I didn't  
3 have a clue what I was doing. But I sought help  
4 from a real professional and with his help -- his  
5 name was Dave Singleton. He's no longer with us.  
6 But just about everybody that's been around has  
7 heard of Dave Singleton. And we wrote that best  
8 practices. And each grantee was to say one thing  
9 that worked best for them. Do you remember that?

10 MS. VITELLI: I do.

11 MEMBER RICKARD: Many, many, many  
12 years ago. Okay? And that's how we gathered the  
13 information at that time as to what might have  
14 been working for, you know, a program.

15 MS. VITELLI: That's a good source of  
16 input.

17 MEMBER RICKARD: You've been around  
18 that long?

19 MS. VITELLI: No, but I've seen the  
20 document.

21 (Simultaneous speaking.)

22 MS. VITELLI: Thank you for reminding

1 us.

2 CHAIR QUINTANA: Anybody else have any  
3 questions or comments? Chair recognizes Kay  
4 Seven and then we'll come over to Mr. Waldron.

5 MEMBER SEVEN: Well, I'm really  
6 excited to hear about that. You know, because of  
7 my association with the Department of Energy, we  
8 have the University of Berkeley at California a  
9 part of our research team recovering everything  
10 that we're working on. The research part is  
11 going to be important, I think. As a Council, we  
12 need to look at that research component about  
13 what it can do.

14 To the question I've been asking or  
15 saying on this table for two years is, is the  
16 Department of Labor a resource to help us build  
17 the Tribal Nations subject matter expert so that  
18 we're all on the same page as Tribal Nations  
19 moving in the same direction on an understanding  
20 of the industry sectors important to tribes  
21 across the nation? And where those geographies  
22 and within those industry sectors, what are our

1 occupations in demand?

2 And maybe what existing institutions  
3 are available to situate national training  
4 centers for those industry sectors and  
5 occupations in demand? Are they with the tribal  
6 colleges? Are they with this existing  
7 apprenticeship training centers? What are those  
8 jobs that are going to become available for our  
9 nation's future workforce? And is it going to be  
10 in energy, hospitality, health, natural  
11 resources?

12 Because I think there's a number -- I  
13 think in Indian Country, there's a fragmentation  
14 of how we're doing workforce development. I  
15 don't know if we're all on the same page or if  
16 there is a body that's keeping all that  
17 information together in one place. I think that  
18 would be valuable information to our table.

19 CHAIR QUINTANA: Joseph Quintana  
20 Region 6 and then I'll come over to Darrell and  
21 then you, Gary. Just to add to what Kate was  
22 also describing is whether or not the Department



1       could also act as a repository for information so  
2       that data could be made accessible so that we can  
3       look strategically. It seems like our tribal  
4       leaders -- not just tribal leaders, but also  
5       those natives who are living in large  
6       metropolitan centers, we also have to think about  
7       those individuals too. Places like California,  
8       the majority -- the vast majority now live in  
9       large metropolitan centers. Is that we're  
10      looking ahead, what's going to project out five  
11      years from now as far as how industries may  
12      change and evolve and how could we address those  
13      challenges moving forward?

14                     The Chair recognizes Darrell.

15                     MEMBER WALDRON: Thank you. Darrell  
16      Waldron Region 1 and 2. Kim, I think that's an  
17      awesome idea. I'd love to be involved. I think  
18      we sometimes -- and I asked this question at the  
19      conference -- get caught up in our communities'  
20      needs because there's so many structures around  
21      us and we're advocating for our structures. But  
22      you know, feet on the ground, working with these

1 families and communities. You know, I have been  
2 in some horrific households where it's just  
3 amazing to me. With D.C. law, you know,  
4 Protective Services of Children and Family. And  
5 I think that, you know, something like that  
6 really gets us grounded to really what's going on  
7 in a community. And in the end for me, it's both  
8 the individual family that we're helping and not  
9 about the structures.

10           It is concerning, I guess to some  
11 degree that so many Native young people are  
12 leaving home -- the reservations. We put them  
13 through good schools and they don't want to go  
14 back, which is concerning because I try to hire  
15 them if I can from the university as one of them,  
16 but they don't show much of an interest. And I  
17 think that we've got to be careful, these  
18 programs and government in general get so  
19 sophisticated in its political areas that, you  
20 know, we kind of lose track of the communities  
21 that we're serving. It's about them and the  
22 data.

1                   This morning when I asked -- I think  
2                   it was this morning and we asked a couple of  
3                   questions about programs and they knew all the  
4                   answers. And then I asked well, has our data  
5                   gotten any better in the past 20 years or is it  
6                   worse? And the room went silent. Right? And I  
7                   think that's a major concern. I know what brings  
8                   me to work and whether it's a tribe or tribal  
9                   citizens. There's a reservation in Connecticut  
10                  that is probably 40 minutes from the casino where  
11                  our national conference was. And some of them  
12                  don't have toilet facilities. They're using  
13                  drywall buckets, you know, 40 minutes away.  
14                  Right? And you know, I mean we go there and we  
15                  bring what we can, but it's just crazy really  
16                  what's going on. So something like that, I think  
17                  brings us back into context with the communities  
18                  that we serve and then, you know, it can branch  
19                  out. So I applaud it coming back.

20                         I do remember the best practices.  
21                         They really were. And there was a huge increase  
22                         in awards out to number one grantees and Harold

1       Yakas (phonetic) and Allison Big Pond (phonetic)  
2       with the best practices was a very successful  
3       project.

4                   CHAIR QUINTANA:   The Chair recognizes  
5       Gary Rickard.

6                   MEMBER RICKARD:   Yeah.   Gary Rickard,  
7       Region 6.   You know, we can only learn so much  
8       from data and then we need to look at such as  
9       what is this program doing that is successful?  
10      What is that program doing that is successful?  
11      What is this one doing that may not be  
12      successful, but can this program's success be  
13      transferred over or utilized by this one that's  
14      not successful?

15                   And I think that we really have to be  
16      careful on, you know, putting everything into  
17      data.   And saying, you know, we've got data and  
18      this is how it works.   You know?   We need to put  
19      it into real, real life -- you know, real program  
20      situation.   And as I always tell you, in these  
21      programs, we always have a need for new  
22      director's training.   Why do we have a need for

1 new director's training? Because new directors  
2 turn over. We always have a need for case  
3 management training because case management turns  
4 over. We need to have training for the  
5 financial.

6 Now, having the money to provide  
7 technical assistance for that each year is what  
8 that money needs to be spent on. You know, we  
9 rely upon the staff at DOL to do what -- to try  
10 to do that, but it doesn't work that way. You  
11 know, you've got to have the people who are doing  
12 the job successfully teach people how to do that  
13 job. I've done contract training for 10247  
14 tribes, TANF tribes, 166 tribes.

15 And some of the things that I have  
16 found in some of the even bigger programs, they  
17 don't have standardized forms. This case manager  
18 is using their form. That case manager developed  
19 their own form. You know? I mean they don't  
20 have policies and procedures manuals. You know?  
21 So these are the things we need to be getting  
22 down to with the grantees is you need to develop

1 policies and procedures manual. You need to have  
2 standardized forms.

3 I don't know but I wouldn't even be  
4 opposed to DOL going these are the standardized  
5 forms that all programs would use. You know? I  
6 mean I -- now you have a procedures manual that  
7 states here's how you complete this form. Here's  
8 what you complete it on.

9 You know? And having gone through for  
10 the last ten years doing training, you know,  
11 contract training with these different programs,  
12 I was just amazed at how, you know, this person  
13 had their own way of doing things. That person  
14 had their own way of doing things. You know?  
15 And so one of the things that I did for a lot of  
16 these programs is I would give them policy and  
17 procedure manuals. I'd get them plugged into  
18 standardized forms by training the case managers  
19 on how to work with their clients.

20 And one of the reasons that I truly  
21 believe that we have such a high turnover in the  
22 case management is because they don't get the

1 training they need to be a case manager. And for  
2 instance, just little things like a client walks  
3 into you and you're a case manager. And he says  
4 hey, you got a job for me? And you go oh, Lord.  
5 Wait a minute here. Well, no. But why don't --  
6 why don't you call me on Friday? I've got a  
7 friend I'll call. Well, what's going to happen  
8 on Friday? He's going to call you back. Where's  
9 this job? Oh, he wasn't in. Call me on Monday.  
10 What's going to happen on Monday? Same thing.  
11 He didn't have a job for him.

12           Instead of knowing and being trained  
13 to know what to say such as no, I don't have a  
14 job for you, but here's what our program can do.  
15 We can train you to get your own job so that you  
16 never have to come back here again. You know?  
17 And so for having these case managers that don't  
18 know how to look at the stuff and what to say,  
19 you know, when these people are there, pretty  
20 soon, what happens to the case manager? They  
21 keep telling these people yeah, yeah, come back.  
22 And pretty soon, they go, oh, God, I can't do

1 this job, and they're gone. So a new one comes  
2 in.

3 So you've got to have good training  
4 for the directors. You've got to have good  
5 training for the financial. And you have to have  
6 good training for the case managers. You know?  
7 And like I say, I don't think I would be opposed  
8 to DOL working with -- and maybe even saying  
9 these are the standardized forms maybe we ought  
10 to use. You're doing an OJT, here's the form you  
11 use. You know? You're doing a work experience,  
12 here's the forms you use. You know?

13 CHAIR QUINTANA: Thank you, Gary, for  
14 making those important points. I think we should  
15 follow up, but, because of time, I want to turn  
16 to Trisha Hibbeler very quickly on a quick  
17 comment.

18 MEMBER HIBBELER: Thank you. So  
19 Patricia Hibbeler, Other Disciplines. I just  
20 want to say that I'm thankful to hear that you  
21 are beginning to look outside of just evidence-  
22 based effectiveness. Right? So that's based in



1 that longitudinal research. And rarely do we  
2 have people do that level of research with  
3 tribes. It's expensive. It's difficult. And  
4 people don't want to do that. So looking at  
5 practice-based evidence is very important. So we  
6 appreciate that.

7 I'd just like to add one more piece  
8 onto that if possible. And that would be to  
9 begin to train tribes to gather their own data  
10 themselves. So that we become responsible for  
11 collecting and monitoring our own data and  
12 analyzing that data and using that data within a  
13 continual program improvement process. I think  
14 that particular piece of training and knowledge  
15 enlightens tribes and urban programs to use that  
16 -- to collect that data and how to use it to  
17 improve programs. That would be my  
18 recommendation. Thank you.

19 MEMBER RICKARD: One quick thing.

20 CHAIR QUINTANA: Very quickly because  
21 we --

22 (Simultaneous speaking.)

1                   CHAIR QUINTANA: The Chair recognizes  
2 Mr. Rickard.

3                   MEMBER RICKARD: Gary Rickard, Region  
4 6. One quick thing to understand. If you look  
5 through the allocations, there's so many of these  
6 programs that have under \$100,000, you know? So  
7 how much money can they spend on some of this  
8 stuff, you know, and have still have any money  
9 left over? And that's what kind of worries me.  
10 Especially when I was going around doing the  
11 training, you know, is that well, wait a minute  
12 here. You know, you've got to have -- you don't  
13 have anybody to develop these policies and  
14 procedures. You know? You don't have anybody  
15 that goes well, excuse me. We've got to have  
16 standardized forms. You know? Because they come  
17 and they go and they only have one or two people  
18 there. You know? And so that's why I kind of  
19 suggested that maybe it would be good for the  
20 Department to work on standardized forms and  
21 standardized policies to completing those forms.

22                   CHAIR QUINTANA: Thank you, Gary, for

1 sharing that. And how do we fund it and invest  
2 it and make sure that it's kept up long-term just  
3 on an off-shoot for the first year and then we  
4 see declining it.

5 MEMBER RICKARD: Yeah.

6 CHAIR QUINTANA: I want to be mindful  
7 because we have a couple of important folks who  
8 have to move on. And we've been welcomed by the  
9 Employment Training Administration's Deputy  
10 Assistant Secretary, Anita Jacobs-Simmons. Would  
11 we prefer starting with Ms. --

12 MS. JACOBS-SIMMONS: Sure.

13 CHAIR QUINTANA: Okay, the floor is  
14 yours.

15 MS. JACOBS-SIMMONS: Hi. How are you?

16 CHAIR QUINTANA: Good.

17 (Simultaneous speaking.)

18 MS. JACOBS-SIMMONS: It's a pleasure  
19 to be here and to see you again. I think I saw  
20 you last in Chicago maybe.

21 CHAIR QUINTANA: Oh, yeah.

22 MS. JACOBS-SIMMONS: So you know, I

1 have -- the first message I was supposed to  
2 deliver is we had our touch base with the  
3 Secretary -- the Acting Secretary this morning.  
4 And she asked me to relay to this group because  
5 she was in a meeting over -- She hosted a meeting  
6 and she said she's committed. And from what I  
7 gathered, you guys had a wide ranging  
8 conversation about what your needs are. What  
9 some of the funding issues are and those kinds of  
10 things. And what she said -- I told her I was  
11 coming here this afternoon and she said please  
12 relay to them that I am personally committed to  
13 equity, inclusion. And she says you guys laid  
14 out a lot of challenges and that we can't address  
15 them all. But that she is committed to working  
16 on what she can do within her pathway. And she  
17 was emphatic relaying or me relaying that message  
18 to you.

19 CHAIR QUINTANA: Excellent.

20 MS. JACOBS-SIMMONS: And you know, we  
21 all struggle with funding. As you know, we don't  
22 have a budget. We are in a CR and that we will

1 be finding out what happens in February. But we  
2 all have the same challenges. And they gave me a  
3 list of prepared remarks, but I don't  
4 particularly like prepared remarks. I usually  
5 don't use them. What I'd rather do is I heard a  
6 lot of things while I was sitting here. My  
7 portfolio includes all of our regional offices,  
8 the six regions across the country. I also have  
9 unemployment insurance in my portfolio. I have  
10 the Trade Adjustment Program and I have our  
11 Office of Policy, Development, and Research.

12 I think based on what I heard in the  
13 few minutes I was here is our regions may be able  
14 to assist. Okay? One of the things I heard you,  
15 Kay, talking about Department of Energy. And I  
16 will share with all of you that when you think  
17 about the Infrastructure Bill and you think about  
18 all of that, we refer to it as Investing in  
19 America. And all of the federal agencies, we are  
20 trying to bring a whole of approach to what we're  
21 trying to do. And we are currently and at our  
22 convenings, we had Transportation there. We had

1 Commerce. We had Energy. And we as the  
2 Department of Labor are trying to bring our  
3 federal partners together.

4 We're doing some place face work where  
5 we're looking at specific communities that may  
6 have gotten that Investing in America money. And  
7 trying to figure out how can we bring our  
8 resources? We didn't get the money as you well  
9 know, but how can we bring our partners and the  
10 folks that we interact together so that we can  
11 say to our federal partners and the grantees that  
12 we didn't get the money, but we have the people.  
13 We have the know-how when it comes to workforce  
14 development. So let's work together to see how  
15 we can address whatever this is in this  
16 community. Whatever the project is, how we might  
17 be able to develop the pipeline for the workers  
18 that are needed to complete the construction  
19 projects, whatever the case.

20 So that's something we're doing, but  
21 I think if you're okay with it, Mr. Chairman, I'd  
22 rather hear from you in terms of how you think

1 the regions -- DOL regions can work with Nat and  
2 Kim and how we might be able to help you with  
3 some of the things you're confronting. Does that  
4 sound --

5 CHAIR QUINTANA: Yes. Joseph  
6 Quintana, Region 6. I definitely appreciate your  
7 time. I'm thankful for you being candid and  
8 open. I think that's an important way to build  
9 trust, especially here in the room. I want to  
10 open it up and ask does anybody have any  
11 questions or comments or anything that they'd  
12 like to share? The Chair recognizes Kay Seven  
13 and then Darrell.

14 MEMBER SEVEN: Well, I think, you  
15 know, going back to what Gary was talking about  
16 is the training that the grantee community needs.  
17 Who's on the ground in the community? And that I  
18 think with the technical assistant in training  
19 support, I think working with the community is  
20 going to be the best way of how is that we have  
21 good training available, not only once or twice a  
22 year when we're face to face, but how is it that

1 is it with Department of Labor working with other  
2 federal agencies because there's an existing  
3 legislative authority that I think will allow it  
4 using the authority of Public Law 102477 as  
5 amended by Public Law 115-93.

6 MS. JACOBS-SIMMONS: She has them all  
7 in her head.

8 MEMBER SEVEN: This authority for --  
9 There are 292 tribes using this authority and the  
10 Department of Interior manages 78 plans,  
11 including these tribal communities. We have 38  
12 plans ending, so that's going to be over 300  
13 tribes. But this authority allows 12 federal  
14 agencies to work together. And if all 12  
15 agencies are hearing the Tribal Nations saying we  
16 need some good training for our frontline staff  
17 to serve -- better serve our community.

18 Let's all slice a piece of the pie and  
19 transfer over to Department of Interior or keep  
20 it at Department of Labor who might contract it  
21 out to a tribe who's providing the best training  
22 resources to our tribal community and what does



1       it look like? We know that, that face to face  
2       needs to occur, but as our tribal program staff  
3       is ready for a continuance of online learning.  
4       And what does that -- what is that platform that  
5       all agencies are sharing together for like good  
6       case management training? Learning about intake,  
7       eligibility, learning about best management 101,  
8       all the policies that our program is aware of and  
9       complies with for serving our people. We need  
10      better tools like that for the front line.

11                   And I think Department of Education,  
12      Vocation, and Rehabilitation outsources part of  
13      that work to our tribal community college. What  
14      is the method going to be for all workers -- we  
15      call ourselves "166" and "477" grantees.

16                   PARTICIPANT: That, I'm familiar with.

17                   MEMBER SEVEN: But I think we need to  
18      work a way into our future. How's is that we  
19      better train our tribal communities and their  
20      staff that support that community?

21                   MS. JACOBS-SIMMONS: One of the things  
22      I heard was about what -- I walked in on a

1 conversation about \$90 million and who applied.  
2 And we're hearing everywhere that community-based  
3 ordinance need help. They can't often compete  
4 with some of the larger organizations that have  
5 paid grant writers and those kinds of things.

6 So one of the things that I am talking  
7 to -- to the grants management is how can we  
8 facilitate grant writing workshops to that we can  
9 help people understand what it is that we are  
10 looking for in those applications? And Kim knows  
11 that this is something that I'm just dogged about  
12 right now because I've spent 24 years as a  
13 professional begger, a grant writer. So I know  
14 how difficult that it is and I know how difficult  
15 it is. So that's something that I'm personally  
16 committed to. And when we put that together,  
17 I'll make sure that the tribal communities are  
18 included in that and that we have some way of  
19 helping. Because we're hearing that a lot and we  
20 want to make the limited resources that we have,  
21 we want to distribute them equitably. We want  
22 everybody to have a fair chance and we want to

1 get money where it's needed.

2 CHAIR QUINTANA: Really quickly,  
3 Joseph Quintana, then I'll go over to Darrell,  
4 Gary, and then Candace. But to add to what was  
5 being discussed is also adding some fluidity to  
6 things. I think we're so rigid and to say of  
7 course we want the funding to go out and we want  
8 to be beholding to what we're putting in our  
9 proposals. But global pandemic happens or  
10 recessions happen. Changes in our leadership  
11 happen. And we don't want that to impact our  
12 members who need it most -- those workers who are  
13 looking for those jobs.

14 The Chair recognizes Darrell.

15 MEMBER WALDRON: Thank you. Darrell  
16 Waldron. So I just think that one is workers and  
17 I think it's great. Right? Because we've been  
18 always feeling along. So I'm happy to hear that.  
19 But really work with and he's a very capable. My  
20 relationship with him so far has been --

21 (Simultaneous speaking.)

22 MEMBER WALDRON: And so the other

1 thing is the education process. There's too many  
2 communities. Right? So there's urban-based  
3 Indians, which counts for 70 percent or above.  
4 But we ride on the coat tails of tribal  
5 sovereignty. Right? So the tribal sovereignty  
6 isn't respected. And you know, the citizens --  
7 the private citizens under those governments are  
8 not -- and our urbans, you know, won't get access  
9 either. Right?

10 But you know, it's just important to  
11 know when we speak as Native people, you know,  
12 it's not we're speaking either/or. We're  
13 speaking to all of our citizens. So urban  
14 citizens, you know, face different struggles, but  
15 they have more opportunities because there's just  
16 so much more population and things that are going  
17 on. Lack of real economic development and  
18 structures like these CHIPS programs that are  
19 \$150 billion, are they going to build the small  
20 manufacturing plant in Indian Country so that the  
21 citizens that are living in those reservations  
22 that don't want to leave home have access?

1           So you know, there's an education  
2 process at the State level and a municipality  
3 level that needs to happen and then some  
4 enforcement. Right? So you know, I've been  
5 around a long time through all the affirmative  
6 actions and now we've got equity. You know and  
7 it's like our people still are not -- are not  
8 getting that. Right? So I think it's been  
9 almost 15 to 20 years ago, they talked about the  
10 Governor's workforce boards. And it was written  
11 that a Native person is supposed to serve on that  
12 board. I just got on 15 years later. Right?

13           And so you know, we are not getting  
14 the access to what you already have, which is  
15 tremendous work at the local level because the  
16 Governors think Indians have their problems.  
17 They think that, that's a tribal problem or they  
18 think that they're already funded in some place.  
19 Right? So you know, we did a little quick data  
20 the other day out of 100 Native Americans that  
21 young, in that 20 to 35 range, how many of them  
22 do you think have a college education? You want

1 to take a guess?

2 MS. JACOBS-SIMMONS: Probably 5 to 10  
3 percent.

4 MEMBER WALDRON: It's under six  
5 people. Okay? All right? And we're banging  
6 them all the time. Right? So there was an  
7 education progress that needs to happen and then  
8 an enforcement process. Right? And then the  
9 programs that you have, we can get access to  
10 them. And grant writing is needed. It's  
11 becoming incredibly difficult to get capacity  
12 questions now. Can you handle this amount of  
13 money, et cetera et cetera. And there are tools  
14 now on how to keep it settled.

15 So we've got 75 to 70 percent of an  
16 Indian population that may or may not have lived  
17 in an urban environment, now have moved to an  
18 urban environment. And they all want access to  
19 those programs. And they're coming into my doors  
20 and other peoples doors (audio interference).  
21 And then we want a mix with them, so we want --  
22 Okay. Well, what's going on with your tribe? Is

1       there something we can do? We instantly go back  
2       and communicate.

3                     It is important in this day that  
4       they're talking so much about equity that it's  
5       real because it's not. It is real for some and  
6       they're using it in jargon and its wonderful  
7       language. I got a call, they want to do a land  
8       acknowledgement. I said well, that means you're  
9       giving land back to Indians. Right? Oh, no. We  
10      want to recognize we've been living on your land  
11      for the past 300 years, can you help me draft  
12      that? So I think, one, it's great that you're  
13      willing to work with him and get -- you know,  
14      follow up some of those regional officers to work  
15      through Nate because, you know, he's who we  
16      communicate with. Kim as well.

17                    The second issue is some of the  
18      language is already there. They are not  
19      enforcing it. The Governors are not enforcing  
20      it. They just are not enforcing it. And so  
21      we're always last. We do have an issue with  
22      marijuana tests with this apprenticeship issues,

1 but not just us. Right? It's legal now in most  
2 places, but it is a barrier not to get in. We  
3 have to work on that in our communities. But you  
4 know, I've been doing this 40 years. I've heard  
5 all the great language --

6 MS. JACOBS-SIMMONS: I've been doing  
7 it for --

8 (Simultaneous speaking.)

9 MEMBER WALDRON: So you know and I  
10 heard you speak before, yes. And you came from  
11 the back -- Right? But it's getting more and  
12 more difficult with the sophistication of racism  
13 now that is at the table. So I don't -- because  
14 we say "tribal" a lot. I've got to advocate for  
15 urbans. Programs are great. Structures are  
16 great, but it's got to boil down -- right, it's  
17 got to boil down to the population issues. Thank  
18 you.

19 MS. JACOBS-SIMMONS: And by the way,  
20 I didn't get -- we didn't get indoor plumbing  
21 until 1967.

22 MEMBER WALDRON: Right.



1 MS. JACOBS-SIMMONS: Okay? And I  
2 lived in Charleston, South Carolina where I found  
3 whole communities that didn't have running water  
4 or indoor plumbing in 1989.

5 PARTICIPANT: There you go.

6 MS. JACOBS-SIMMONS: Okay? So I know  
7 what you're talking about. I've been to the  
8 pueblos in New Mexico. I know what you're  
9 talking about. The one thing I can say is I've  
10 been with the Department of Labor for 25 years.  
11 I've been in Workforce for 35 years. This is the  
12 first time in those 35 years that I have felt  
13 like we weren't just getting lip service when  
14 we're talking about equity. Okay? Yeah, I was  
15 around for affirmative action too and that was  
16 lip service. Okay?

17 And I tell you about my feelings,  
18 okay, and that's what I go by is I can tell if  
19 you're genuine or not. And this is the first  
20 time in 35 years that I've felt like they were  
21 serious about equity. The one thing I will say  
22 to you is we have a finite opportunity to act and

1 we need to do whatever it takes for us. And we  
2 need to be vocal and we need to bring together as  
3 many people as we can to try to make this happen  
4 as quickly as we can.

5 Now I can commit to trying to do some  
6 things. The Secretary is committed too. She  
7 said she can't do everything. But we need to  
8 identify what are the one or two things and we  
9 need to think about what it is that we can  
10 accomplish? Okay? And identify one or two  
11 priorities and us spend our next however much  
12 time we have, hopefully we'll be another  
13 administration, but however much time we have to  
14 get to work on what is the thing we need most.  
15 Okay? And identify what that is. And let us try  
16 to begin to put some structures in place to try  
17 to get these things going. If you need case  
18 management training. If you need the grant  
19 training. Let's identify what are those critical  
20 things that we can accomplish in the short-term  
21 and let's see how we can work towards doing it.

22 CHAIR QUINTANA: Thank you for that.

1 We're going to take two more questions and  
2 comments. Gary Rickard and Candace and we're  
3 going to take a quick -- Because we need to go  
4 over to Jackson. He has to -- He has to go. And  
5 then we'll come back.

6 MS. JACOBS-SIMMONS: And if I'm not  
7 here, Kim will share with me whatever is said.  
8 And if I can follow up or if I can come back,  
9 I'll do that.

10 CHAIR QUINTANA: Chair recognizes Gary  
11 Rickard.

12 MEMBER RICKARD: Gary Rickard, Region  
13 6. A few years back -- well, it's been quite a  
14 few years now, the University of California Davis  
15 put together a case management training for  
16 Native American programs. And I went to that  
17 training and they had professors teaching the  
18 classes. And after being there a few days, I  
19 realized these people don't have a clue what we  
20 do. You know? And so when you look at teaching  
21 within the Indian community, you need to have  
22 people that have done the job. Professors, they

1 didn't even know what we did. You know? And  
2 they were trying to teach case management.

3 One of the classes was how to be an  
4 Indian. What? You know? I mean --

5 PARTICIPANT: Don't eat for a couple  
6 days.

7 MEMBER RICKARD: Yeah. And so I want  
8 you to keep that in mind when you do that. We  
9 have plenty of people within our employment  
10 training systems that can help you develop, you  
11 know, what you need to develop.

12 MS. JACOBS-SIMMONS: I would venture  
13 to say some of it might already be out there. We  
14 just might need to connect folks because some of  
15 it may be out there.

16 MEMBER RICKARD: Yes.

17 CHAIR QUINTANA: Thank you, Gary. The  
18 Chair recognizes Candace Lowry.

19 MEMBER LOWRY: Hi. Candace Lowry,  
20 Region 3. Thank you for your time.

21 MS. JACOBS-SIMMONS: Which Region 3?  
22 Our Region 3?

1 (Simultaneous speaking.)

2 MS. JACOBS-SIMMONS: I didn't know if  
3 we were operating under a 10 region or 6.

4 (Simultaneous speaking.)

5 MS. JACOBS-SIMMONS: So in the Atlanta  
6 region.

7 MEMBER LOWRY: Yes. So I'm at the  
8 North Carolina Commission of Indian Affairs. And  
9 part of --

10 MS. JACOBS-SIMMONS: So you know all  
11 about Pembroke and Buckhead --

12 MEMBER LOWRY: Yes. And I can throw  
13 stones --

14 MS. JACOBS-SIMMONS: -- and Lake  
15 Waccamaw.

16 (Simultaneous speaking.)

17 MS. JACOBS-SIMMONS: I'm from there.

18 MEMBER LOWRY: Really? Okay. Well,  
19 I travel that area all the time, so that's my --  
20 that's my region. The Commission of Indian  
21 Affairs, I'm the Deputy Director there. Prior to  
22 that, I was a WIA participant, then I was a WIA

1 teacher at the community college, then a WIA case  
2 manager, then a supervisor, director, and now I'm  
3 deputy director over all the programs that we  
4 have.

5 So what I did, I did develop a guide  
6 for my staff. So it's important. It's a  
7 thorough guide. So I would be willing to share  
8 that because it's something that I had to put  
9 together and you can't put it together if you  
10 have not worked on all sides of it. So it's very  
11 comprehensive and it's pretty -- it's pretty  
12 lengthy.

13 MS. JACOBS-SIMMONS: So would you  
14 share it with us?

15 MEMBER LOWRY: I would be willing to  
16 talk about sharing it, yes.

17 MS. JACOBS-SIMMONS: Okay, all right.

18 MEMBER LOWRY: But you also said  
19 something about you had the means for workshops  
20 for grant writing and other assistance. So at  
21 our regional meetings and at our national  
22 meetings, those are the kind of workshops that we

1 need. We need these kind of workshops. And also  
2 Cierra Mitchell that spoke the other day about  
3 the apprenticeships, those are top of workshops  
4 and step by step of how to get apprenticeships,  
5 step by step of how to do these grants. Because  
6 on grants, some of those are very comprehensive  
7 now. They used to only be one or two pagers and  
8 now you have --

9 MS. JACOBS-SIMMONS: Are they  
10 connected to like the SETA, the Southeastern  
11 Education and Training Association?

12 MEMBER LOWRY: I don't know.

13 MS. JACOBS-SIMMONS: Because the  
14 Southeastern -- and I say this because you're in  
15 North Carolina, the Southeastern Employment and  
16 Training Association -- It's SETA -- It's a  
17 professional association. And they do two  
18 conferences a year. Usually at one of their  
19 conferences, they have us come in and do a grant  
20 writing workshop. But I'm going to look at  
21 something that we can -- maybe will get more  
22 targeted.

1           But I also want to encourage you guys  
2           to participate in those kinds of things if you  
3           have the resources because that is where we do --  
4           we do a lot of our work through associations now  
5           because we don't have the travel money to go out  
6           to individual states and regions like we used to.  
7           But when you see some of those, please if you can  
8           attend, attend.

9           MEMBER LOWRY: So I attended the SETA  
10          Conference and it was a little sad because there  
11          wasn't enough people in some of the workshops.

12          MS. JACOBS-SIMMONS: When did you go?

13          MEMBER LOWRY: It was -- Was it  
14          November, October.

15          MS. JACOBS-SIMMONS: Okay.

16          MEMBER LOWRY: It was not too long  
17          ago.

18          MS. JACOBS-SIMMONS: Okay. In  
19          Florida?

20          MEMBER LOWRY: No, this was the one  
21          that they had in North Carolina in Raleigh.

22          MS. JACOBS-SIMMONS: Oh.



1 (Simultaneous speaking.)

2 MEMBER LOWRY: Yes, it was the State  
3 one. So it was -- There was not a lot of  
4 participation.

5 MEMBER WALDRON: You're talking  
6 federal.

7 MS. JACOBS-SIMMONS: I know this is  
8 the Southeastern. It's not -- It is a regional -  
9 - a separate entity.

10 MEMBER LOWRY: So for our programs for  
11 Section 166, you know, our budgets are a little  
12 confined to start at technical assistance forms  
13 out there. So that you know, someone who is a  
14 great grant writer in your organization, you  
15 know, that we could send the individuals to get  
16 that training.

17 MS. JACOBS-SIMMONS: I'm going to  
18 coordinate with Kim and Nate because there are  
19 some opportunities that you may be able to take  
20 advantage of that are opened up to a broader  
21 group. And we are trying to make sure that when  
22 we do our training and our technical assistance

1 that we are making sure that it's something for  
2 everyone like our Chicago convening. We insured  
3 that we had workshops that were -- that addressed  
4 Native Americans. Thank you very much, sir. But  
5 we will be more intentional about that.

6 CHAIR QUINTANA: Thank you for that.  
7 Very quickly, I want to check to see if Jack  
8 Jackson is on the line with us.

9 MS. JACOBS-SIMMONS: I am so sorry.  
10 I have a 3 o'clock that I know I'm late for.

11 CHAIR QUINTANA: Thank you. Thank you  
12 very much.

13 MS. JACOBS-SIMMONS: When I come home  
14 to North Carolina, I want to get your contact  
15 information --

16 MEMBER LOWRY: Okay.

17 MS. JACOBS-SIMMONS: -- because when  
18 I come home to North Carolina -- Where are you?  
19 Are you in Lumberton? Where are you?

20 MEMBER LOWRY: I live in Lumberton,  
21 but I work in Raleigh.

22 MS. JACOBS-SIMMONS: Okay.

1 CHAIR QUINTANA: The Chair recognizes  
2 Jack Jackson.

3 MR. JACKSON: Yes. Good afternoon.  
4 Can you all hear me okay?

5 CHAIR QUINTANA: Yes. We can, Jack.

6 MR. JACKSON: Wonderful, great. I'm  
7 glad to have this opportunity, Mr. Chair and  
8 members of the Council and staff there in the  
9 room. Sorry I can't be there with you in-person.  
10 I'm still participating in the Tribal Nation  
11 Summit that is going through today. But I just  
12 wanted to give you all a little background on  
13 what happened over the last couple days here in  
14 Washington.

15 As Kim talked about earlier, provided  
16 some great feedback on the Good Jobs to Tribal  
17 Nations Committee that we had at the Department  
18 of Labor on Tuesday, which included a Tribal  
19 Leaders meeting in the morning and a panel  
20 discussion following that. And the plan for this  
21 started when we heard last year from the Council  
22 after Marty Walsh, former Secretary, talked about

1 the Good Jobs Summit. And the Council expressed  
2 interest in putting something in place for tribal  
3 communities.

4 So many of us here in the Department  
5 started talking about that. And reached out to  
6 various folks trying to figure out what that  
7 might entail. And so after that much time and a  
8 lot of effort by a lot of people including  
9 members of this Council here, we were successful  
10 in I think, putting together a really good  
11 convening. You know, when your body is aching,  
12 but your heart feels good. People did well with  
13 this, so that's how I'm feeling today.

14 So the Tribal Leaders Meeting of  
15 course, we had Navajo National Council Speaker,  
16 Crystalyne Curley, who participated, Secretary of  
17 State Shella Bowlin from the Cherokee Nation,  
18 Candace Schmidt from the Ponta Tribe. We reached  
19 out to these tribes because those were folks that  
20 Labor had already had some -- had met with  
21 before. And so we thought this would be a great  
22 opportunity to continue some of those

1 discussions. There were some other tribes that  
2 we reached out to, but unfortunately they weren't  
3 able to attend. But I think we did well with  
4 these three elected tribal leaders that were in  
5 the room.

6 And of course, members of the Council  
7 here, Chair Quintana, former Chair Waldron, and  
8 Vice Chair Kay Seven were also in the room. And  
9 I think they all had added just some really great  
10 insight and experience to the conversations. I  
11 know that Acting Secretary Su really enjoyed  
12 those conversations. There were some great  
13 photos that came out of that. So we'll try to  
14 share some of those with you folks that were  
15 there at the meeting. And so although we started  
16 a little late and we were kind of pressed on  
17 time, I think it all worked out there with the  
18 Tribal Leaders Meeting like it was supposed to.  
19 So we were all very happy.

20 And then we moved into our larger  
21 public panel discussion that was taking place in  
22 the mezzanine of the building. In preparation

1 for that, we also -- our team that all pulled  
2 together that panel reached out to a number of  
3 entities throughout the United States and our  
4 tribal communities. We did have of course Cierra  
5 Mitchell leading the panel discussion, Division  
6 Director Office of Apprenticeship.

7 Part of that panel discussion was the  
8 Nez Perce Tribal Employment Rights Office. Their  
9 Director, Melvin Wheeler and their Chair on Youth  
10 Apprenticeship Leader, Laatis Lawrence. They  
11 just had some really good information about how  
12 they're standing up their Pre-Apprenticeship  
13 Program and all the success that they're seeing  
14 with their apprenticeship program, particularly  
15 with some construction dollars that are coming to  
16 the tribe.

17 And we also had Chris Winters. He's  
18 the Military and Travel Affairs liaison for the  
19 International United Painters Union. We wanted  
20 to have that voice at the table. He brought with  
21 him Cecilia Bull Chief who also had gone through  
22 an Apprenticeship Program and now is a

1 journeywoman. Just really provided a great  
2 personal story on her journey. And then we had  
3 Anthony Davis who was the (audio interference)  
4 gas manager at the Native Tribal Utility  
5 Authority. They're doing some great work with  
6 all of the federal funds that has come out of the  
7 administration. So I really was glad that they  
8 were able to make it and be there and have the  
9 on-panel discussion.

10 So we had a really nice day. I felt  
11 really honored to be recognized with an eagle  
12 feather from my brother, Chris Winters. You  
13 know, it was hard. I had to fight back tears  
14 because it just sort of was quite the honor to  
15 receive that for all the hard work that all of us  
16 did to pull this together. And I wanted to thank  
17 him and (audio interference) to you know -- and  
18 many other folks that really came together and  
19 brought this Good Jobs in Tribal Communities  
20 meeting into fruition.

21 And to Chairman Quintana's point, I  
22 would like to see perhaps this be the inaugural

1 gathering (audio interference) -- maybe doing it  
2 again next year. Learning from some of the  
3 things that we already have gone through. And  
4 hopefully we'll be able to just kind of grow this  
5 and allow (audio interference) to become more  
6 aware about all the good programs that are coming  
7 out of DOL for our tribal communities.

8           And so yesterday we also attended the  
9 White House Tribal Nation Summit. Acting  
10 Secretary Su had an opportunity to provide some  
11 remarks, Vice President Harris had some remarks  
12 in the afternoon yesterday while we broke into  
13 our breakout sessions. And at our breakout  
14 session with the Acting Secretary, we had  
15 probably about a good 40 or so folks in the room  
16 really asking some very good questions.  
17 Realizing that, you know, many of those folks  
18 there aren't aware of a DOL in our program.

19           So I was talking to Chairman Quintana  
20 and as he alluded to earlier, I think there are  
21 some great opportunities now to try to get that  
22 information in front of tribes so that when they



1       come to something like this, they're a little bit  
2       more succinct in their questions and their  
3       requests.  Stuff that we can really ensure that  
4       we're implementing and moving on.  So again, I  
5       was just really proud to be a part of this whole  
6       process.  I had a lot of guidance from our  
7       council members in the room.  So I just wanted to  
8       thank everybody for this opportunity.

9                   CHAIR QUINTANA:  Thank you for that,  
10       Jack.  Joseph Quintana.  I do want to share very  
11       briefly just how impressed I was with the work  
12       that you and your team were able to do in such a  
13       short amount of time.  I felt like you were able  
14       to fulfil a lot of the objectives, not just by  
15       previous Secretary Walsh, but the members of this  
16       particular Council.  Looking forward to  
17       opportunities for us to continue to grow and  
18       invest in this.  I think as you alluded to, I  
19       think there are a lot of conversations by some of  
20       our tribal leaders, how could we best support and  
21       respond to their request or their questions  
22       moving forward?  So thank you for all the work

1 that you were able to accomplish as mentioned  
2 before.

3 I want to open the floor. Does  
4 anybody have any questions or comments in regards  
5 to what was shared by Jack Jackson? The Chair  
6 recognizes Kay Seven.

7 MEMBER SEVEN: So Jack, Kay Seven of  
8 the Discipline. I'm really glad to hear that,  
9 you know, you mentioned this Good Jobs in Tribal  
10 Communities as an inaugural event. And that this  
11 is something that the building can continue to  
12 work on. I would really recommend that as a  
13 council, that we support the Department's effort  
14 to continue this. And perhaps it's the day  
15 before the next White House Summit so that tribal  
16 leaders are coming in a day earlier. And that  
17 we're well focused in on the setup for the next  
18 one. And maybe in a different part of the  
19 building where it's not loud next to a job core  
20 event.

21 (Simultaneous speaking.)

22 MEMBER SEVEN: But, you know, I keep

1 focusing in on if I -- while Lenita was here  
2 earlier, had mentioned that -- and Kim were  
3 talking about -- let me see, talking about the  
4 Chief Evaluation Office was looking at, you know,  
5 evidence to action. I mentioned that I think it  
6 would be really nice if the Department was saying  
7 yeah, let's really get a vast understanding of  
8 maybe being the portal for gathering information  
9 about tribal nations. What industry sectors are  
10 important to them? What occupations are in  
11 demand for Indian Country?

12 And maybe next year, maybe this Good  
13 Jobs in Tribal Communities is concentrating on  
14 one or two industry sectors. And maybe they're  
15 using apprenticeship as an option or using a  
16 tribal college. What is that best practice  
17 training center that's preparing our future  
18 workforce?

19 MR. JACKSON: Yeah. That's a good  
20 idea. Thank you for that.

21 CHAIR QUINTANA: Thank you, Kay. Are  
22 there any other questions or comments? The Chair

1 recognizes Lorraine Edmo.

2 MEMBER EDMO: Lorraine Edmo, Region 4.

3 I just wanted to thank Jack for having the  
4 session. I was just a little bit taken back  
5 about the whole thing because I just learned  
6 about it two days ago when I did see Jack's  
7 Instagram post about, you know, about getting the  
8 honoring of the eagle feathers. And it was just  
9 really -- it surprised me because I thought, you  
10 know, we recommended last year about having the  
11 Good Job Summit. And then I didn't hear anything  
12 else about it until I saw that post.

13 And I thought it would have been a  
14 great idea to have all of the council members  
15 informed. You know, at least an email sent out  
16 saying we are planning this summit meeting. And  
17 it would be great to have any council members  
18 there who may be in town or this is what we plan  
19 to do. But it was just like an afterthought,  
20 that, you know, I just learned about it a couple  
21 of days ago. And I'm not sure about other  
22 council members if they knew about it, but it was

1 great to hear.

2 And I really hope that there is the  
3 session next year and that we do hear some sort  
4 of summary about what the recommendations are  
5 coming out of that summit meeting. So that next  
6 time around, you know, there can be follow-up in  
7 reporting that. So you know, those are my  
8 thoughts about it.

9 CHAIR QUINTANA: No, I think that --  
10 Joseph Quintana, I think that's an important  
11 thing to uplift. I think it was a short amount  
12 of time in order to get this all done and Jack  
13 was able to do a lot with little. But how can we  
14 -- How can we overcome gaps that we noticed that  
15 were there? The biggest people too can highlight  
16 the work that's being done in Labor is the people  
17 in this room. And be able to take that back to  
18 your tribal leaders or to your regions and  
19 letting them know that this is happening here.  
20 And maybe we get continued investment from  
21 current leadership moving forward. Rather than  
22 having, you know, three tribes represented, maybe

1 that continues to grow and expand and also  
2 highlight some of the success stories that are  
3 happening across the country.

4 I think I saw -- before we go to you,  
5 Secretary Houle, there was also Robin Counce, was  
6 your hand up? The Chair recognizes Robin.

7 MEMBER COUNCE: Robin Counce, Region  
8 4. And you know, thank you, Jack, for all your  
9 hard work. You know, I think that, that was a  
10 success on the council on trying to make this  
11 happen. And I agree the communication just  
12 wasn't out there because I didn't know about it  
13 as well. My question is was the summit recorded?

14 CHAIR QUINTANA: The Chair recognizes  
15 Jack.

16 MR. JACKSON: Yes, it was recorded and  
17 I will have to see how we distribute that out. I  
18 know there are other folks who are interested in  
19 seeing that recording as well. The Tribal  
20 Leaders portion wasn't recorded, but the panel  
21 discussion was recorded. So we'll look into  
22 that.

1 MEMBER COUNCE: Thank you.

2 CHAIR QUINTANA: Thank you for that.

3 The Chair recognizes Robert Houle.

4 MEMBER HOULE: Mr. Chairman, thank you  
5 so much. Jack, thank you for all the work you  
6 represent and are moving forward to provide our  
7 Indian Country with new job initiatives and  
8 opportunities.

9 I want to pick up from what Kay Seven  
10 had mentioned. Perhaps we could focus on a  
11 couple of areas. And certainly my heart has been  
12 in healthcare -- I've been in healthcare 30  
13 years. I currently run a medical clinic for my  
14 tribe. I've been involved with numerous other  
15 tribal health organizations. And recently a non-  
16 tribal -- I was appointed Board of Directors at  
17 our local regional hospital. And we need  
18 programs, funding.

19 We need to develop our own providers.  
20 Nursing is woefully understaffed with healthcare  
21 professionals. And I'd like to advocate on  
22 behalf of getting some programs developed and

1 brought forward in this area. As you know, we  
2 just came through a major pandemic. COVID is not  
3 going to go away. It's going to be there. We're  
4 still seeing a surge.

5 But I would just like to impress upon  
6 certainly you and others the need in healthcare.  
7 And keep our fingers -- Literally keep our  
8 fingers on the pulse because it is a matter of  
9 life and death. Thank you so much for your work  
10 and I appreciate my fellow council members  
11 supporting any initiatives along that line.  
12 Thank you.

13 CHAIR QUINTANA: Thank you, Secretary.  
14 The Chair recognizes Nat Coley.

15 MR. COLEY: We've been using our DINAP  
16 Digest to try to get different communications out  
17 and I think I want to make sure that every -- all  
18 our counsel is on that distribution list.

19 MEMBER EDMO: I'm not on there.

20 MR. COLEY: I'll make sure we fix  
21 that, yes.

22 MEMBER EDMO: I've never been on it.



1                   MR. COLEY: I'll make sure we fix  
2                   that. We talked at our summer meeting that we  
3                   wanted to really leverage that tool to not only  
4                   be a communication device, but also show case  
5                   different grantees and we've been doing that.  
6                   I'll talk more about it tomorrow, but I just want  
7                   to say that we'll close any gaps about  
8                   communications as far as what's happening  
9                   internally with DOL as well as what we learn  
10                  about what's going on in other places and  
11                  opportunities.

12                  CHAIR QUINTANA: Thank you for that,  
13                  Nat. Is there anyone else with any questions or  
14                  comments as far as what was shared by Mr.  
15                  Jackson? If not, I wonder would it be  
16                  appropriate for the council to consider a motion  
17                  that we recommend Good Jobs to Tribal Communities  
18                  continue into 2024 --

19                                 (Simultaneous speaking.)

20                  MEMBER HIBBELER: So recommended.

21                  CHAIR QUINTANA: Chair recognizes  
22                  Patty Hibbeler, who was first recommendation and

1 seconded by Mr. Waldron. Any discussion about  
2 the matter? Hold on really quick. Chair  
3 recognizes Patty Hibbeler.

4 MEMBER HIBBELER: So, in that motion  
5 I would like to state with an advisement and a  
6 subcommittee from this group, that was in our  
7 original strategic plan that this council, a  
8 subcommittee from this council, would be working  
9 together in creating the first Good Jobs  
10 initiative. When I look back at our strategic  
11 plan, that was supposed have -- but the original  
12 one was supposed to have happened, I believe, by  
13 March 2023. We're a little behind that schedule,  
14 but I don't feel that we've had the input that we  
15 would have like to have to create the largest  
16 amount of success that we would like to see for  
17 our grantees.

18 CHAIR QUINTANA: Thank you for that.  
19 Chair recognizes Darrell and then Candace.

20 MEMBER WALDRON: I would like just to  
21 maybe this be added to the motion of just the  
22 energy of it. If there's going to be a committee

1 that it be one of our grantee participants as one  
2 of the folks on the panel from our program,  
3 whether it's 166 or 477, but I think one of our  
4 folks, be at least one of them on the panel.

5 CHAIR QUINTANA: Thank you for that,  
6 Darrell. Chair recognizes Candace.

7 MEMBER LOWRY: Candace Lowry, Region  
8 3. So, Darrell and Patty sort of hit on what I  
9 wanted to say, but I also wanted to add to  
10 Darrell, Section 166 and 477 on that panel and  
11 branch it out to other tribal areas and not  
12 localize it maybe the western part of the state  
13 because me and my staff did attend, but none of  
14 the tribes on the East Coast or that we were  
15 familiar with were present or even knew about it.  
16 We knew about it because of the email that I  
17 received, but a lot of the other individuals at  
18 our conference didn't know about it.

19 MEMBER WALDRON: I don't know if we  
20 amend the motion or that energy just carries  
21 forward following the motion.

22 CHAIR QUINTANA: Any other questions

1 or comments in regards to the motion? Chair  
2 recognizes Erwin.

3 MEMBER PAHMAHMIE: Erwin Pahmahmie,  
4 Region 4, Oklahoma. Are we talking about making  
5 this annual thing and it'll be always at the end  
6 of the year in December? Is that something that  
7 will always be just during that time or will it  
8 be catered towards any of our events? You know,  
9 I mean we have our national conference and our  
10 regionals and stuff. I mean would that be  
11 something to opt in on?

12 CHAIR QUINTANA: That's something that  
13 this body will have to decide, but that is a good  
14 question, Erwin.

15 MEMBER PAHMAHMIE: Thank you.

16 CHAIR QUINTANA: Chair recognizes Kay.

17 MEMBER SEVEN: I would recommend that  
18 it be something that is annual just based on this  
19 administration that we're working with right now,  
20 but that it continue for sure another year. I'd  
21 like to recommend that it maybe happen prior to  
22 the White House Summit so that we know six, three

1 months in advance that we inform the tribal  
2 leaders that plan your travel this way, this week  
3 and to be at this event and then plus your  
4 follow-up with the White House. And that someone  
5 from our council table is participating with the  
6 planning team with the Department of Labor.

7 CHAIR QUINTANA: Everybody comfortable  
8 with that? That it happens during the White  
9 House Summit, prior to, and that way we'll be  
10 able to actively participate. Chair recognizes  
11 Kim and then we'll come over here.

12 MS. VITELLI: I don't know if a member  
13 of the council said, it's your motion that just  
14 as you're thinking about timing it with the White  
15 House Tribal Nations Summit, that is what we  
16 tried to do this year and because that's not a  
17 calendar we control, that is what created the  
18 crush to do it quickly and not with a ton of  
19 consultation and pre-planning and pre-  
20 communication that we would normally want to do  
21 for an event. So, it's like we either tag along  
22 with a White House event that we don't control

1 the timing of or we do a lot of planning and  
2 advanced communication, but you have to -- which  
3 would be more important for the council?

4 CHAIR QUINTANA: I'm going to go to  
5 Gary first, hold on really quick. Chair  
6 recognizes Gary Rickard.

7 MEMBER RICKARD: Gary Rickard, Region  
8 6. I'd kind of go with Erwin here on it's great  
9 to have it when we're having our Western,  
10 Eastern, Midwest Conferences because, like in my  
11 case, I came out early so I could do workshops,  
12 you know, and then still attend the meeting here.  
13 I think it's getting harder to get people to  
14 present at these workshops. Is that not true,  
15 Darrell?

16 MEMBER WALDRON: Yes.

17 MEMBER RICKARD: And so being able to  
18 accomplish both things with one trip, I mean it's  
19 a long trip for me out here and as you, as Holly,  
20 and you're right, Kay, being able to accomplish  
21 more than one thing with one trip is something  
22 that I sure appreciate we look at.

1 CHAIR QUINTANA: Chair recognizes Kay  
2 Seven and then we'll come over to Patty.

3 MEMBER SEVEN: Yes, originally I  
4 remember that arrangement that it was not, it's  
5 not doable originally to plan this with the White  
6 House Tribal Summit, but I think because we want  
7 to do this a lot sooner, we know our summit is  
8 going to happen next year and knowing that our  
9 former Secretary of Labor, Tom Perez, is at the  
10 White House. I saw that on the Tribal Nations  
11 website yesterday. Tom Perez is in the White  
12 House on an intergovernmental affairs committee  
13 that, Jack, that you're associated with the White  
14 House Council and just hook up with Tom Perez  
15 early. This is what the Native American  
16 Employment and Training Council is looking for  
17 next year. So, let's work together on this so we  
18 can plan these together to coincide.

19 CHAIR QUINTANA: Very quickly, Joseph  
20 Quintana and then we'll go over to Patty Hibbeler  
21 is perhaps the focus should be that we push this  
22 back to the subcommittee to work out the details

1 and instead our primary objective is that the  
2 recommendation happens so we could move forward  
3 moving into 2024. Chair recognizes Patty  
4 Hibbeler.

5 MEMBER HIBBELER: Patricia Hibbeler,  
6 Other Disciplines. That's exactly what I was  
7 going to state, so let's move to the  
8 subcommittee. Let's not try to micromanage here.  
9 But I also think that whenever it happens, there  
10 is a fair amount of structure that could be done  
11 to put it together that when you're ready to get  
12 the date and push, you've got a lot of the work  
13 done in developing that infrastructure. I would  
14 hope those would be pieces that the subcommittee  
15 can work on. Thank you.

16 CHAIR QUINTANA: Thank you for that.  
17 If there's no other questions or discussion items  
18 -- Nat, did you have an objection?

19 MR. COLEY: No, I really wanted to  
20 just highlight Jack's tenacity. He was in  
21 contact with the White House frequently. He came  
22 and spoke with us in the summertime to let us



1 know what he was doing and he really lobbied them  
2 and they were really, you know, originally it was  
3 supposed to be September and they pushed it and  
4 pushed it and I think, you know, he made a  
5 decision that this is going to happen and we're  
6 going to connect it while everyone is in town for  
7 our conference. It just happened that the White  
8 House decided, oh, okay, well these are the  
9 dates, like after Jack had already decided. I  
10 think it worked out very well, but I think Jack  
11 took leadership and said we're going to do this.

12 CHAIR QUINTANA: I'm in complete  
13 agreement there, Nat. Chair recognizes Patty  
14 Hibbeler.

15 MEMBER HIBBELER: Patricia Hibbeler,  
16 Other Disciplines. Jack, my friend, I want to  
17 say also that I thank you for everything that  
18 you've done.

19 MR. JACKSON: Thank you.

20 MEMBER HIBBELER: And just appreciate  
21 all your work on this and helping us advance it  
22 to that next level for next year, so, ditto on

1 everything that Nathaniel said also. Thank you.

2 CHAIR QUINTANA: Thank you for that.

3 We will now move to -- you have a question?

4 MEMBER WALDRON: No. Sorry, you  
5 called the question for the vote.

6 CHAIR QUINTANA: Okay, we are moving  
7 to a vote.

8 MEMBER WALDRON: Sorry.

9 CHAIR QUINTANA: Hold on here, we're  
10 not in 2024 yet.

11 (Simultaneous speaking.)

12 CHAIR QUINTANA: Hold on, Darrell.

13 (Simultaneous speaking.)

14 MEMBER WALDRON: The clock is ticking  
15 there.

16 CHAIR QUINTANA: Let's go ahead and  
17 move to vote. All those in favor say aye.

18 (Chorus of ayes.)

19 CHAIR QUINTANA: All those opposed say  
20 nay. Any choose to abstain? If not, the motion  
21 passes. We are ahead of schedule and our  
22 representative from National Indian Education

1 Association has not yet arrived. She's expected  
2 in the next five minutes. I instead move that we  
3 go to break for 15 minutes. Can I please have a  
4 motion to break?

5 MEMBER HIBBELER: Second.

6 CHAIR QUINTANA: Darrell Waldron,  
7 seconded by Patricia Hibbeler. All those in  
8 favor say aye.

9 (Chorus of ayes.)

10 CHAIR QUINTANA: Any opposed? Any  
11 choose to abstain? We will move to break and we  
12 will return at 3:45, 3:45. Thank you all.

13 (Whereupon, the above-entitled matter  
14 went off the record at 3:29 p.m. and resumed at  
15 3:48 p.m.)

16 CHAIR QUINTANA: Okay, we're going to  
17 call the meeting back to order. The time is  
18 3:48. One of the things that we have worked to  
19 achieve is increasing the visibility of this  
20 particular body and making sure that people and  
21 our tribal leaders know about the work that we  
22 continue to do. We, of course, are also trying

1 to break those silos and making sure that we're  
2 reaching across, not only federal partners, but  
3 also organizations and associations that are  
4 doing work that falls in line with what we do  
5 here within work force development and training.

6 We have built some relationships.  
7 Some of those have come out of our Good Jobs for  
8 Tribal Communities Summit that we hosted on  
9 Tuesday. Others have come from our interactions  
10 with the White House Summit including working  
11 alongside the General Counsel Representative from  
12 National Congress of American Indians, who has  
13 shared his commitment to working with this body  
14 and allowing a space at upcoming NCAI meetings.  
15 Of course, NCAI just recently also put out a tool  
16 kit that includes information about work force  
17 development and training as well and so in the  
18 future, we'll actually have that general counsel  
19 member come in and share more about that,  
20 especially as they start to work towards  
21 broadband access and other jobs that are  
22 important to community members moving forward.

1           One of the areas, of course, that we  
2 continue to work to establishing is linkages to  
3 education and working with our partners who work  
4 in that realm. So, I've invited a representative  
5 of the National Indian Education Association,  
6 Julia Wakeford, who is the Policy Director here,  
7 who can share a little bit more as far as the  
8 direction NIEA is going into.

9           MS. WAKEFORD: Hi, everyone. Thank  
10 you so much. My name is Julia Wakeford. I am  
11 Muscogee Creek and Yuchi and I am originally from  
12 Tulsa, Oklahoma. I now live in Washington, DC  
13 where, like you said, I work for the National  
14 Indian Education Association. Actually, prior to  
15 working at NIEA, I worked at NCAI and while  
16 there, for about a year and a half, I was there  
17 for longer than that, but for about a year and a  
18 half, work force development was, in fact, in  
19 portfolio. So, I'm a little bit familiar with  
20 your guys' council. I'm excited to tell you a  
21 little bit both about what NIEA is doing in this  
22 space, but also about where we see spaces for

1 growth as far as K-12 or, as we call it, cradle  
2 to college or cradle to career opportunities sort  
3 of function.

4           The first place that my boss really  
5 wanted to underline for this group of people is a  
6 project that we're working on with the Menominee  
7 Nation and their Tribal College. What this is,  
8 is it's a project that is funded by the Walton  
9 Foundation and the collaborative project allows  
10 for in school, starting middle school to  
11 graduation, technical training and education for  
12 post high school graduate careers. This started  
13 at Menominee really growing out of the pandemic  
14 and a lot of the needs that were clear and  
15 underlined during the pandemic, especially as  
16 students were struggling with the idea that maybe  
17 college wasn't the right path for them and  
18 struggling to finish out high school and figure  
19 out exactly where you're going. NIEA really  
20 works with our teachers, our educators, who are  
21 there on the ground with these students and who  
22 know that we shouldn't push college on every

1 single student, that we should just push whatever  
2 they are ready for.

3           So, some are ready for college. Some  
4 are extremely intelligent, but that's not the  
5 space where their intelligence shines most  
6 brightly. Meeting kids where they're at and  
7 tracking them and following them to wherever they  
8 go. What this partnership with Menominee does is  
9 it is developing out different curriculum  
10 solutions in the classroom as well as dual  
11 enrollment solutions between the Menominee Tribal  
12 College and local rural high schools in the area  
13 and, in fact, has even extended to some of the  
14 high schools where students are Menominee  
15 themselves, but who can still attend the classes  
16 and receive credits, but not necessarily college  
17 credit, some of those technical school credits  
18 that they can then go on to apprenticeships after  
19 they graduate and develop out into that space.

20           We would love to develop this out  
21 nationwide. We have looked in different places  
22 before but there are a couple of major barriers

1 to extending this. The first barrier that we  
2 encountered was how do we handle students in a  
3 hybrid setting and we actually were able to solve  
4 that by partnering with another organization,  
5 that I don't remember off the top of my head. I  
6 will find it for you. But they helped develop  
7 technical career assistance education online, so  
8 in a digital platform.

9 By introducing that to our students,  
10 if they remain hybrid, if they are attending  
11 school in an alternative method that they still  
12 have these same opportunities as people who are  
13 attending school regularly all day every week or  
14 at mainstream school settings. So, that was a  
15 challenge that we were able to tackle.

16 A couple of challenges that we have  
17 not yet found solutions for, but I'm hopeful are  
18 looking to see what the federal government can  
19 support. Department of Labor is one of those  
20 places that we would love to see an extended  
21 support in this space through funding  
22 flexibilities. There are high school age



1 apprenticeship funding programs throughout the  
2 Department of Labor, but a lot of them are  
3 focused on larger universities with much more  
4 capacity than maybe our tribal colleges have or  
5 our tribes themselves have and so when these  
6 grants are competitive in nature and you have a  
7 Menominee Tribal College going up against the  
8 University of Minnesota, we all know who's going  
9 to end up with those grants and who has the  
10 capacity to develop that out. But we know that  
11 for us, it's not the same as just getting them  
12 the career check marks and the training that they  
13 need. A lot of the technical education that  
14 these students are craving and a lot of what our  
15 communities need are working on some of the  
16 programs that have fed our communities for  
17 generations. Menominee is a great example of  
18 this because while there's construction and some  
19 of the other spaces that you think about as  
20 technical training programs, one space that's  
21 really interesting is their lumber program,  
22 right? Because they worked with lumber and wood

1 for hundreds of generations at this point and so  
2 knowing that that can remain an important part,  
3 that that lumber mill that before there was even  
4 settlers on this land that you were still working  
5 with the trees of the area, working with your  
6 native landscape and working to develop that out.  
7 Now you're seeing it in a commercial setting and  
8 you're seeing it in an economic development  
9 setting and you're pushing that forward, those  
10 are some of the spaces that we'd like to see and  
11 leverage in other communities.

12 That's a little bit about our  
13 Menominee Program that's a couple of years in the  
14 making. I'll highlight some other policy  
15 priorities that we have that we're thinking  
16 about.

17 In that same vein, what do communities  
18 need and how are they developing it out. Some of  
19 the most beautiful programs we've seen have been  
20 the combination of economic development and  
21 training, alongside native language work. Native  
22 language revitalization people don't usually

1 think of as something that should exist in a  
2 Department of Labor or in an economic development  
3 space, but it absolutely, that is where it needs  
4 to start growing because our native languages, as  
5 everyone at this table knows, are critical,  
6 critical, critical to our culture, to our  
7 continued sovereignty. We don't remain a people  
8 if we don't maintain our languages and our  
9 culture, right? And so by maintaining those  
10 different pieces, we maintain ourselves.

11 However, native languages in the world that we  
12 live in now don't inherently make money and  
13 that's okay, that's fine because that's our  
14 culture and it's not supposed to be commodified  
15 like that in and of itself. But in the world we  
16 live in and in the way tribes function today, it  
17 is difficult because we're just trying to get the  
18 ball rolling on a lot of projects and so applying  
19 for grants that become self-sustaining, they have  
20 to make money in some way. Creating jobs for the  
21 community.

22 You are taking kindergarteners, eighth

1 graders, high schoolers, 55-year-olds, whatever  
2 the age is if you're taking them and trying to  
3 train them in the language, to redevelop that and  
4 to teach them their native tongues in a  
5 comprehensive way that takes a lot of money and  
6 investment in each individual person, but also  
7 you're taking them out of the work force for a  
8 year, two years and so some of the programs that  
9 we've seen that are really interesting, have been  
10 combining these two ideas.

11           One, as you're developing factories or  
12 if you are getting a job on the police force or  
13 if you have a casino job in your community  
14 requiring a certain number of hours of each of  
15 your training programs annually to be done in  
16 your native language. Two, starting to conduct  
17 business in native languages as the programs  
18 develop out. So keeping those side by side.  
19 We've heard talk of factories being developed  
20 where the factory workers are hired for an eight-  
21 hour work period and five hours they're working  
22 in the factory and three hours, they're taking

1 native language classes and then the factory  
2 itself is an immersion based setting. So you  
3 can do immersion based settings outside of the  
4 school system.

5 So those are some of the pieces that  
6 I think if we broaden what our understanding of  
7 what native language work looks like and really  
8 bring it back to all of the different aspects of  
9 life as we live it now, that you're able to  
10 combine the two and you're able to develop  
11 somebody's spirit and also you're able to develop  
12 the work force at the same time.

13 Those are some of, I think, the places  
14 where we want to see a lot of growth. Native  
15 languages, I know NIEA for those of you who are  
16 familiar, NIEA is largely focused on early  
17 childhood education and then K-12 education and  
18 then a little bit of bridge programs getting  
19 folks to college or to their career. When it  
20 comes to native languages, we don't try and  
21 pigeonhole ourselves just into that space because  
22 you can't teach children without teaching the

1 adults and so we do that whole family, a whole  
2 community approach when we're discussing native  
3 language policies. That's one space that I don't  
4 want you to think oh, they're just the K-12  
5 organization, we can only work with them if we're  
6 talking about youth language development. I want  
7 you to think about us as a tool and a resource  
8 and a partner for language development, no matter  
9 the age, no matter the area of expertise across  
10 the board.

11 Another space to transition a little  
12 bit, but to keep that native language thread  
13 going is the most logical place that when you  
14 train a native language speaker that people think  
15 of, what are you going to do next in your career,  
16 is they become a teacher, or theoretically they  
17 become a teacher. But just because you want to  
18 learn your language, doesn't mean you're going to  
19 be a good teacher, doesn't mean you like engaging  
20 children or are necessarily good at it. That  
21 shouldn't be the only job opportunity available  
22 to you.

1           In the example of the factory workers,  
2 they're gaining real career experience while  
3 learning their languages at the same time, but  
4 also for those who do want to become teachers,  
5 who do want to develop that out or perhaps  
6 they're not even learning their languages, they  
7 already speak it. They're a first language  
8 speaker, how do you put them in the classroom  
9 while allowing additional flexibilities for those  
10 education standards?

11           There are BIE schools and tribally  
12 controlled schools across the country that have  
13 apprenticeship programs that are working really  
14 beautifully. We had the privilege of visiting  
15 one at Jemez Pueblo earlier this year and what  
16 they do is they put an apprentice speaker, so  
17 they have to be a language speaker, in almost  
18 every classroom in the middle school. This is a  
19 BIE run middle school and so even if the teachers  
20 themselves are not language speakers, some of  
21 them are not from the community at all and some  
22 of them are. You have a speaker who is the

1 teaching assistant, the TA, that is brought up  
2 alongside, but then with that, they also are  
3 either allowed flexibility for certification and  
4 also the tribe has a fund where they will support  
5 them getting their Bachelor's degree in teaching,  
6 so long as they guarantee a certain number of  
7 years on the back end to continue working at that  
8 school.

9           So, apprenticeships can also be  
10 teacher training programs in that same space and  
11 so that's one of the places we're starting to  
12 think about. That's a little bit about the  
13 learning space and since I have your attention I  
14 wanted just to put one more piece that NIEA is  
15 not necessarily working on strongly. I think  
16 that this is a new space that a lot of people  
17 aren't thinking about, but I personally am  
18 because I have a little brother going through  
19 this training program. My younger brother did  
20 not graduate from high school. He got his GED  
21 and then he was struggling to figure out what to  
22 do. There have been some growing programs which



1 look a lot like technical school programs for  
2 computer science education, for programming work,  
3 because a lot of that is just very hands on,  
4 getting to know how you go about it and less  
5 about it doesn't take necessarily that typical  
6 four year collegiate degree to be able to be a  
7 good programmer. That's how you end up with so  
8 many of the folks in Silicon Valley being college  
9 drop outs, but running these billion dollar  
10 corporations.

11 I've noticed that even our tribe when  
12 my brother has gone to our tribe to ask for some  
13 of the grants around technical school  
14 scholarships or supports that they don't yet  
15 recognized schools in the computer science  
16 programming space as technical schools, because  
17 they are typically in that vo-tech arena where  
18 they're thinking about plumbers or welders or  
19 some of those other programs and not so much  
20 about how computers themselves can fit into the  
21 technical space, so that was a little bit of  
22 something I wanted to just bring to the table and

1 let you chew on because I don't have any  
2 solutions, but it's a new world and the  
3 programming space is growing so rapidly and kids  
4 can do it if they have broadband of course. They  
5 can do it from the comforts of their home. They  
6 can do it inside of their communities. They can  
7 go to the library and work on these training  
8 programs entirely remotely almost, so, yeah  
9 anyways.

10 I know it was a lot of information in  
11 a very short amount of time, but I welcome your  
12 questions.

13 CHAIR QUINTANA: Thank you for that,  
14 Julia. I also want to let the record show that  
15 we have the former executive director of your  
16 organization, Lorraine Edmo, who served in  
17 leadership for many years, so I just wanted to  
18 let that be known.

19 I want to ask, are there any questions  
20 or comments in regards to what was shared? The  
21 Chair recognizes Erwin.

22 MEMBER PAHMAHMIE: Yes, Erwin

1 Pahmahmie, Region 4, Oklahoma. You were talking  
2 about that certain amounts of time would be on  
3 the actual working and then the other one would  
4 be in their language studies and stuff. Do the  
5 Menominees have a VIOA type program there or  
6 where they can provide classroom training to  
7 offset the costs for their, I don't want to say  
8 lack of -- I'm saying like a productivity because  
9 they're learning language, but they're not  
10 actually working during that time to help them.  
11 Because I know even when you're in school you  
12 still need to provide for yourself and if you  
13 have family and everything.

14 MS. WAKEFORD: So to clarify, the  
15 three/five hour split that was at factories not a  
16 part of our Menominee project. This is sort of  
17 some of the policies that are growing in the  
18 native language space. However, with the  
19 Menominee program, the students are taking  
20 classes at the tribal college as part of co-  
21 credits that can work toward their high school  
22 graduation.

1           The reason that I bring up the  
2           cultural piece in that space is because as many  
3           of you know, if any of you have tribal colleges  
4           in your communities that that tribal college puts  
5           culture every step of the way regardless of what  
6           the program or class that they're teaching is.  
7           So that's where we're saying that as opposed to  
8           partnering with a local community college for a  
9           vo-tech program that's going to just have the  
10          general population in the space, you have a  
11          culturally grounded program that is career  
12          focused and is also community focused and gets to  
13          keep their kids in the community if they want to  
14          stay, not sending them off to large metropolitan  
15          areas just so they can find jobs.

16                   MEMBER PAHMAHMIE: Thank you for that.

17                   CHAIR QUINTANA: Thank you for that,  
18           Erwin. The Chair recognizes Darrell.

19                   MEMBER WALDRON: I just have a clarity  
20           question because I'm not clear on the factory.  
21           So they're working in a factory and then they're  
22           like making phone covers, I guess, just as an

1 example.

2 MS. WAKEFORD: I don't know what  
3 they're making, but yeah.

4 MEMBER WALDRON: So it's an actual  
5 working factory, so there's so many hours of work  
6 and then there's hours of training for language  
7 and culture?

8 MS. WAKEFORD: Yes.

9 MEMBER WALDRON: And are that many  
10 factories?

11 MS. WAKEFORD: No. So, this is a new  
12 idea. I don't even think the factory is open  
13 yet. It's in Cherokee Nation, in fact, and so  
14 Cherokee Nation is one of the nations that  
15 already has a language apprenticeship program.  
16 So, I think they pay 45 to 55,000 dollars  
17 annually and you commit yourself to a full work  
18 day and you live near the location. They built  
19 new houses for all of their first language elders  
20 right on the edge of sort of the campus. It's  
21 not really a campus, but near their language  
22 program. So, they already had this program where

1 they were going to spend 55,000 dollars just to  
2 train people to speak their language. I believe  
3 the vision with this factory is to say that we  
4 could spend the same amount of money and sure,  
5 instead of just like sending off 55,000 that  
6 we're not necessarily going to see again in  
7 revenue returns, we can do the same thing, but  
8 give them three hours a day where they're still  
9 making their hourly wages, their salaried wages,  
10 however the breakdown work, they're still making  
11 that money. The other five hours of the day  
12 they're working in the factor on the line, but  
13 they're also required to speak the language as an  
14 immersion tool. So, the signs are in Tsalagi,  
15 like they're in the language and everything is  
16 still going back to that development even while  
17 they're developing any sort of technical skills  
18 that they might on a factory line or any  
19 experience levels.

20 MEMBER WALDRON: And these are adults?

21 MS. WAKEFORD: These are adults. Yes.

22 CHAIR QUINTANA: The Chair recognizes

1 Gary.

2 MEMBER RICKARD: Gary Rickard, Region  
3 6. You know, a few years back we had a big focus  
4 on teaching life skills and soft skills and we  
5 found out in our program that it worked better if  
6 we coupled that classroom training of life  
7 skills/soft skills with work experience on the  
8 job.

9 MS. WAKEFORD: Yeah.

10 MEMBER RICKARD: And so you're doing  
11 kind of the same thing here. You've got the on  
12 the job and you've got the language.

13 MS. WAKEFORD: There's no reason why  
14 those soft skills can't be language itself,  
15 right?

16 MEMBER RICKARD: Yep.

17 MS. WAKEFORD: And I think this could  
18 be applicable to a lot of different places if  
19 your communities are interested in developing  
20 this out. I think it could be all sorts of  
21 different training programs, yeah.

22 CHAIR QUINTANA: Any other questions,

1 comments. Chair recognizes Lorraine.

2 MEMBER EDMO: Hi, Lorraine Edmo,  
3 Region 4. As Joseph said, I was Director of NIEA  
4 way back in 1993 through '99. So, I think over  
5 the years that NIEA has evolved, you know, has  
6 changed because back then we did a lot of  
7 legislative advocacy on the Hill and helped that  
8 big annual convention every year. I know you  
9 just had one in Albuquerque.

10 MS. WAKEFORD: Yep.

11 MEMBER EDMO: But I was just wondering  
12 if you still do advocacy on the Hill for  
13 education funding?

14 MS. WAKEFORD: Yeah.

15 MEMBER EDMO: Because we would  
16 advocate even for DOL programs back then for IHS,  
17 scholarships, for ESEA reauthorization, for a  
18 whole range of things.

19 MS. WAKEFORD: Yes.

20 MEMBER EDMO: So, do you still do  
21 that?

22 MS. WAKEFORD: Yes, so that's actually



1 my job. Some of these pieces that I'm speaking  
2 on, so like our program with Menominee actually  
3 is --

4 PARTICIPANT: The mission is the  
5 mission.

6 (Simultaneous speaking.)

7 MS. WAKEFORD: So the program I was  
8 talking about with Menominee is spearheaded by  
9 our Programs Team. So we have a Program Team, a  
10 Policy Team and an Operations Team. I'm in  
11 charge of Policy, so we do advocacy on the Hill.  
12 We have a Hill Week coming up in February where  
13 we're doing a fly in program. We just got our  
14 largest Hill Week fly in program last year. It  
15 was the biggest one we've ever had. I think we  
16 had about 120 registrants all come to DC,  
17 educators from across the country and that's  
18 actually how I met Joseph was what I've been  
19 spending the rest of this week on, which is  
20 advocating to the federal government right now  
21 through the White House Tribal Nations Summit.

22 MEMBER EDMO: Okay, because I think we

1 did have like the beginnings of a legislative  
2 summit like that back in 1995, I think, or '98  
3 one of those years, but we had a number of tribal  
4 leaders, not leaders, but tribal educators come  
5 in for a similar meeting and we held it, I think,  
6 in conjunction with American Indian Higher  
7 Education Consortium.

8 MS. WAKEFORD: Yes.

9 MEMBER EDMO: When they have their  
10 session. I think they have it in February also.

11 MS. WAKEFORD: They do and they're no  
12 longer held in conjunction anymore. For a brief  
13 period they were held in conjunction with NCAIs  
14 Executive Council Winter Session and now they are  
15 three separate events that will all take place in  
16 February.

17 MEMBER EDMO: Oh, okay.

18 MS. WAKEFORD: So, February will be a  
19 busy month.

20 MEMBER EDMO: More impact.

21 MS. WAKEFORD: More impact. But,  
22 yeah, so we do have lots of materials and working

1 on developing those out and we do go to the Hill  
2 and are working on various different legislative  
3 pathways and avenues. Joseph was actually just  
4 asking me about a bill earlier today.

5 MEMBER EDMO: Oh, and one more  
6 question. Were you asking about examples of  
7 immersion programs and cultural educational  
8 language programs?

9 MS. WAKEFORD: I mean not necessarily  
10 I was asking for examples, but if you have some  
11 ones that you think that the table would really  
12 benefit from hearing, I more than welcome them.

13 MEMBER EDMO: Oh, okay.

14 MS. WAKEFORD: I'm sure you have lots  
15 of expertise.

16 MEMBER EDMO: Well, I was thinking of  
17 my own tribe. We have a whole language and  
18 culture department where they teach the language  
19 every week through Zoom or locally and then  
20 there's a tribal immersion school. It's like K  
21 through third grade, I think, and then there's  
22 another tribal school that is an alternative

1 school, but those are all active now on Shoshone-  
2 Bannock Reservation in Idaho.

3 MS. WAKEFORD: Yeah, I think immersion  
4 schools are really beautiful and you're  
5 developing a lot of young first language speakers  
6 or young dual first language speakers or second  
7 language speakers in a good way. So, what I was  
8 bringing to the table was how can we partner to  
9 make sure that their parents know the language --

10 MEMBER EDMO: Okay.

11 MS. WAKEFORD: Because when you skip  
12 a generation, how do you, once they go to main  
13 stream schools in the fourth grade, how do you  
14 make sure that that language is maintained?  
15 Well, you do it by making sure the adults also  
16 speak the language. So, you're meeting each  
17 generation where they're at.

18 CHAIR QUINTANA: Darrell, before we go  
19 to you, very quickly, Moderator there was a  
20 comment made by Winona Whitman. I'm sorry you --

21 Moderator: Caught me with my mouth  
22 full.

1 CHAIR QUINTANA: Caught you mid bite.

2 Moderator: Well, Winona said that  
3 she agrees with Gary on combining soft skills and  
4 work experience for more comprehensive and  
5 productive training. I don't know if she wants  
6 to elaborate on her comment.

7 CHAIR QUINTANA: Winona, do you want  
8 to share a little bit more? Chair recognizes  
9 Winona Whitman. If not, Chair recognizes Darrell  
10 Waldron.

11 Moderator: I'm so sorry.

12 CHAIR QUINTANA: Oh, sorry, she just  
13 appeared.

14 MEMBER WHITMAN: Aloha. (Native  
15 language spoken.) Yes, I just wanted to add  
16 because we have also been doing that combining  
17 soft skills with work experience. We start up  
18 the soft skills first. We're going to be  
19 starting in January and so transition into the  
20 summer work experience, but we also have a  
21 program that is culturally relevant for the soft  
22 skills and so that has helped a lot. We've been

1 using it for about a couple years. I just wanted  
2 to make that comment.

3 CHAIR QUINTANA: Thank you, Winona.

4 MEMBER WHITMAN: And tell Gary that I  
5 agree with him.

6 CHAIR QUINTANA: Oh, he's smiling,  
7 that's good.

8 MEMBER RICKARD: I always agree with  
9 you, Winona.

10 (Laughter.)

11 CHAIR QUINTANA: The Chair recognizes  
12 Darrell, and then we'll come over to Kay.

13 MEMBER WALDRON: I've seen these  
14 methods before because they did it through New  
15 England in the factory mills, you know, making  
16 blankets and stuff and they imported immigrants  
17 and then taught them English. They created row  
18 housing and those housings in the area so it was  
19 a full package. In some cases they arranged  
20 marriages, is this where the idea came from that  
21 stuff that they did in like the late '40s and  
22 '50s? Because it's all through New England those

1 houses and the factories.

2 MS. WAKEFORD: You know, I don't know  
3 but there's no reason why, of course, it can't go  
4 the other direction.

5 MEMBER WALDRON: Right.

6 MS. WAKEFORD: To regain our  
7 languages. Now that you say that, it makes me  
8 think about boarding schools a little bit, right?  
9 Like they were the Indian industrial school  
10 system --

11 MEMBER WALDRON: Right.

12 MS. WAKEFORD: Was developed and our  
13 kids were unfortunately given essentially prison  
14 labor, but those schools sold those wares that  
15 they were developing out and making while they  
16 were pushing anglicized ideas and values and the  
17 English language on them.

18 CHAIR QUINTANA: Thank you for that.  
19 Chair recognizes Kay Seven.

20 MEMBER SEVEN: Good afternoon. My  
21 name is Kay Seven with the Nez Perce tribe. I  
22 serve another discipline, the 477 Program. I'm

1 not too sure if NIEA is aware of our name.

2 MS. WAKEFORD: Yeah, yes.

3 MEMBER SEVEN: Cool, okay that's good.

4 As a council member here, I guess a message that  
5 I've been talking about for the last two years  
6 here is, I guess, who nationally as tribes, our  
7 tribal nations whether we live in urban areas or  
8 on tribal land areas, what industry sectors are  
9 important to Indian Country? And, in those  
10 industry sectors, wherever our geography may be,  
11 what are those occupations that are in demand?  
12 So, I'm wondering if through NIEA messaging with  
13 the attendees, I'm wondering if NIEA attendees  
14 would be interested in joining Department of  
15 Labor or Interior 477 attendees, and other maybe  
16 groups, tribal leaders and National Indian Gaming  
17 or Intertribal Timber Council, Agricultural  
18 Council, how is it that maybe we were all  
19 responding to all one survey for, I guess, an  
20 opinion from a diverse group of tribal nation  
21 people wherever we reside on the industry sectors  
22 important to us for our future. So, I don't know



1       how NIEA's platform does in terms of looking at  
2       talked about work force development overall and  
3       how those people fit into their education  
4       programming with K-12.

5                   MS. WAKEFORD: I have a couple of  
6       ideas. You mentioned that it sounds like you're  
7       developing a survey of some sort?

8                   MEMBER SEVEN: Well, I keep expressing  
9       that survey because we have now access to an  
10      office of evaluation here, but, you know, in  
11      their work and as they hear the council voices  
12      like mine, who is that subject matter expert on  
13      behalf of tribal nations so that whatever we're  
14      building together, they're building cohesion,  
15      because right now we don't know all what we're  
16      all doing out there. All good work, you know.

17                  MS. WAKEFORD: Yes.

18                  MEMBER SEVEN: There's ACES, there's  
19      NIEA and there's our 90 tag and so forth, but do  
20      we all know what we're all working toward  
21      together? Because I keep thinking is there a  
22      need for a national training center for this

1 occupation or this industry sector and who's  
2 doing that work, you know? So, that's kind of  
3 where I'm going with this in terms of rather than  
4 having all these little tiny projects that cost a  
5 lot of money, but it's all duplication effort,  
6 how is it that we pull our effort together? So,  
7 I'm just thinking outside the box --

8 MS. WAKEFORD: Yeah.

9 MEMBER SEVEN: But from an NIEA  
10 perspective, as a national platform, how is that  
11 we build cohesion amongst national groups working  
12 toward that end?

13 MS. WAKEFORD: Yeah, I would say that  
14 if you are able to develop that, also meeting  
15 kids where they're at asking them what industries  
16 are they interested in because the industries  
17 that your mid-career folks are interested in or  
18 are working in, are going to be different than  
19 what your 16-year-olds are aspiring towards. Or  
20 what has piqued their interests in the past,  
21 because sometimes kids don't even know what  
22 they're interested in, you have to phrase things

1 in interesting ways to get them to follow along  
2 with it. I'm sure many of you have kids or  
3 nieces and nephews that you have to rephrase the  
4 question three or four times before it really  
5 sinks in.

6 So, I think that that would be a  
7 really interesting addition. But to my  
8 knowledge, isn't the American Indian Labor Force  
9 Report supposed to analyze and address some of  
10 that?

11 MEMBER EDMO: When it's published.

12 MS. WAKEFORD: Yes.

13 MEMBER SEVEN: Even the Labor Force  
14 Report isn't quite the tool to even hear that  
15 because the Labor Force Report is understanding  
16 population, maybe unemployment, maybe poverty  
17 rate, but no, we don't have that. So, it's  
18 interesting from the perspective, how are we  
19 getting our kids ready for the future? Do our  
20 teachers know where the future is going or what  
21 that tribe is looking at in the future. We're  
22 building this enterprise for a labor force that

1 can work and bring prosperity to our tribe  
2 through our enterprise. How's that going to  
3 happen?

4 MS. WAKEFORD: I think this is the  
5 difficulty of being a teacher, right, you kind of  
6 have to be the bridge between the generations.  
7 You have to be forward looking enough and like be  
8 along the ride with the kids, but you can't just  
9 kowtow to what the kids say, you also have to  
10 bring them along with you into the more rounded  
11 real world and what reality looks like, but also  
12 seeing their vision for what they're moving  
13 towards. What sort of world are they planning to  
14 create?

15 MEMBER SEVEN: But there's probably a  
16 lot of different stories out there and so how is  
17 that we all heard that same message together.  
18 Because I look at ACES and their 3,700 member  
19 attendee this last year and I'm not too sure what  
20 NIEA was all about and what we're all about, but  
21 I'm sure we all have an interest in our same  
22 future together.

1 MS. WAKEFORD: Yeah, absolutely.

2 CHAIR QUINTANA: And very important  
3 that we're bringing these linkages together and  
4 having these types of conversations now. We have  
5 an invited guest who is going to also piggyback  
6 on this conversation here in a moment, but the  
7 Chair wants to recognize Lora Ann.

8 MEMBER CHAISSON: Lora Ann Chaisson,  
9 from Region 4. I just want to say that in our  
10 area one of the things that they started a couple  
11 of years ago was a vocation rehabilitation  
12 program. Counselors started working very closely  
13 with our Indian education teachers and started  
14 working with the youth. That has been a major  
15 difference in our kids' lives.

16 MS. WAKEFORD: Yeah.

17 MEMBER CHAISSON: Actually  
18 incorporating those counselors. Educate and  
19 vocational rehabilitation.

20 MS. WAKEFORD: Yeah.

21 MEMBER CHAISSON: I've seen a major  
22 difference.

1 MS. WAKEFORD: Yeah, we sort of  
2 approached that with what's called our Whole  
3 Child Initiative, where I think the rest of the  
4 world is looking at how can mental health be  
5 inserted into school systems and protected, but  
6 what we know is that before colonization  
7 happened, you were never educating children in  
8 silos. You weren't educating them just on  
9 subjects so that they could go be a part of the  
10 work force, right? That wasn't the goal of  
11 education. You were educating and involving the  
12 entire community, children, elders, parents,  
13 cousins as well as the leadership of our  
14 communities were deeply involved in the  
15 conversations and there was no such thing as  
16 education with the goal of just a job at the end  
17 of the day.

18 The education was holistic. It was  
19 community based. It was culture based. You were  
20 feeding their spirits, feeding their culture,  
21 their hearts as well as their minds and their  
22 hands and getting all of those pieces. We have

1       been re-examining what our definition of not just  
2       schools look like, but educational systems. So,  
3       just sort of eschew the idea of a brick and  
4       mortar building and to go back to what this whole  
5       community looks like. I think that that goes  
6       with everything that you're saying,  
7       rehabilitation work, we've been discussing it and  
8       prevention training so drug and alcohol  
9       prevention alongside suicide prevention and other  
10      mental health supports. I think that's also  
11      where getting kids, whatever their future is for  
12      them individually, meeting them where they're at  
13      and meeting their families where their families  
14      are at. Some families are very broken, some  
15      families are really strong units.

16                So, developing that out and sensing  
17      what are the needs. Do you need to make money  
18      right now? Do you want to go to college, but you  
19      can't because you have to get a job that makes  
20      money in the immediate term? Okay, well that can  
21      still be a plan. You can do both eventually,  
22      what does that look like? So, yeah, that's our

1 Whole Child Initiative.

2 CHAIR QUINTANA: Thank you for that,  
3 Julia, it was important to end on that. I hope  
4 you'll stay with us a little while longer as we  
5 continue very quickly as we talk about linkages  
6 outside this particular department. We also want  
7 to recognize the resources that are available  
8 here.

9 We've invited Cheryl Martin, who is  
10 from the Office of Work Force Investment to share  
11 a little bit more.

12 MS. MARTIN: Thank you. It's an honor  
13 here to be here with each one of you. I would  
14 like to know, is anybody interested in curriculum  
15 or training materials that have been vetted and  
16 are free?

17 (Laughter.)

18 (Simultaneous speaking.)

19 MS. MARTIN: Yes, sounds good right?

20 (Simultaneous speaking.)

21 MS. MARTIN: Okay, so I have some  
22 information about that and I can share these



1 links with whomever I'm supposed to share them  
2 with and they can share them with you afterwards.

3 Let me give you a quick little taste  
4 of a few things and then you can decide if you  
5 want to taste some more. A few years ago,  
6 Department of Labor funded, from 2011 to 2018, a  
7 set of grants to community colleges including  
8 some tribal colleges that did some great work.  
9 It was a lot of money. It was 2 billion dollars.

10 PARTICIPANT: Wow.

11 MS. MARTIN: Yeah, I know, like some  
12 days I can't even that myself, but one of the  
13 things that they did was develop a lot of  
14 curriculum and training materials for their own  
15 colleges and we required them as part of the  
16 grant, to share the information as open  
17 educational resources or OER, something you may  
18 be familiar with that term.

19 We told them, long story short, they  
20 had to put it on this website called Skills  
21 Commons and we set it up for them in a way that  
22 would make it easy for them to do that,

1 relatively easy. Then they did that. That  
2 website, even though those grants are done, still  
3 exists and all the resources that are there still  
4 are available to anybody who is interested in  
5 them. So, having said that, let me give you a  
6 little tiny, where's my zoom here? I'm going to  
7 show you a couple of things. Here we are.  
8 Share, fingers crossed that this works. It's  
9 amazing when this works, isn't it?

10 MEMBER WALDRON: Yes, it is.

11 MS. MARTIN: Okay, so the address of  
12 this website is skillscommons.org, so you can go  
13 there yourself.

14 PARTICIPANT: What is it?

15 MS. MARTIN: Skillscommons.org. Like  
16 I said, I'll send these links out so that you can  
17 just have them and click on links later. That's  
18 the home page, you can put a word in there that  
19 said, let me be risky here. Let me see what  
20 happens if I -- oh, not that, that's not the  
21 risky I wanted. There we go. Advanced  
22 manufacturing, that's such a big topic, a zillion

1 things will come up, but let's see what happens,  
2 5,311 results. There are all kinds of resources  
3 available on that subject.

4 You can get a lot more specific than  
5 that and I'm going to show you just a couple of  
6 them in a minute. Before I do that, I'm going to  
7 scroll down here and show you that you can find  
8 resources by this cool little wheel here. Here's  
9 the manufacturing NAICS code and more granular  
10 than that miscellaneous manufacturing down here  
11 is fabricated metal product manufacturing. I  
12 mean, you know, you name it, it's in here.

13 This has been a very popular website.  
14 We've had, I think, 5-1/2 million downloads, so  
15 you can tell that some other people have found it  
16 useful.

17 I want to move this black bar up here,  
18 oh, I can do that. Good, good, good. Okay, if  
19 you happened to be interested in healthcare  
20 apprenticeship in rural areas, there was a whole  
21 apprenticeship system set up in Montana for  
22 nurses because they were like we need to have

1 people who live here because when we bring people  
2 in, they don't always stay around in Montana  
3 through winter. So they set up a whole  
4 apprenticeship program with their state to  
5 accomplish that and then they gave 60 different  
6 documents that said one, here's how to do it.  
7 Two, here's the form for this. Three, here's the  
8 curriculum for that. Four, so this is one of my  
9 favorite ones on the site and I'll send you that  
10 link, but that's just a little taste.

11           There's something called the Ohio  
12 TechNet Portal, so Ohio took a whole bunch of  
13 resources that they had developed for technology  
14 and they vetted them and cleaned them up and put  
15 them on here so that you can find materials, and  
16 it's for everybody. Ohio developed it, but  
17 anybody can use it, so if you're interested in  
18 additive manufacturing or digital fabrication or  
19 industrial maintenance and machining, I don't  
20 even know what all these things are, but if  
21 you're interested in them, you can find.

22           More importantly, like probably none

1 of us in this room, maybe some of you are  
2 professors or trainers, but at the colleges that  
3 you're connected with, where they are setting up  
4 a new program for, I'm going to show you  
5 something in a minute, for green technology and  
6 training around that or manufacturing or  
7 healthcare, the target audience I would say for  
8 this website would be professors, trainers,  
9 people who are developing training and say I  
10 don't need to start from scratch. I can take  
11 this production assembly entry level course and I  
12 can look at it and go yeah, but I've got to  
13 change this and that because it doesn't work in  
14 my state or this employer that I'm training for  
15 needs something else. But you know much easier  
16 it is to start with something and then add your  
17 own and make it personal and that you can do with  
18 this.

19 A third one that I will give you a  
20 little tiny taste of is a brand new section put  
21 in by the National Green Jobs Advisory Council.  
22 It's a group that has been looking at training in

1 green jobs. The first stuff that they started  
2 with here is cold climate heat pump sizing levels  
3 I, II and III. Anybody know how to do that? Not  
4 me. But if you need it, you could learn it here  
5 or if somebody that you know is interested in  
6 that. They will be adding, as I understand it,  
7 in the coming year curriculum there around EV,  
8 electrical vehicles and things like that. So,  
9 that's a little taste.

10 I can stop here. I can take a couple  
11 of questions. What's your pleasure?

12 CHAIR QUINTANA: Yes, any questions or  
13 comments in regards to what was shared by Cheryl  
14 or Julia? Chair recognizes Candace. Oh, Nat?  
15 Chair recognizes Nat. Everybody's pointing that  
16 way.

17 MR. COLEY: I'm really excited. When  
18 Cheryl first talked to me about this, many of you  
19 know I did research in adult education and when  
20 you have to go through these development  
21 processes, developing the curriculum that you have  
22 to teach with interactions and testing and things  
like

1 that and reinforcement, this is a website where  
2 vetted curriculum is available. She showed the  
3 nursing, take it right off the shelf. I'm pretty  
4 sure Robert is probably doing cartwheels online.

5 MEMBER HOULE: Yeah.

6 MR. COLEY: But this is really, I mean  
7 this is a tool that all of our grantees can use  
8 that I thought would be useful. When you talk  
9 about curriculum development, you have a wealth  
10 of resources, 2 billion dollars' worth of  
11 resources right there. This is really a tool  
12 that we all can implement in some of our  
13 activities. Off the shelf curriculum that's  
14 vetted and take it to the next level.

15 CHAIR QUINTANA: Thank you for that,  
16 Nat. Any other questions or comments?

17 MEMBER WALDRON: I just think it's  
18 awesome.

19 CHAIR QUINTANA: Let the record show  
20 that Darrell says it's awesome. The Chair  
21 recognizes Patricia Hibbeler.

22 MEMBER HIBBELER: I think this is

1 great, too. How long has this been up? Did you  
2 say?

3 MS. MARTIN: It's been around since  
4 2015, it was being developed. The grants ended  
5 2018 so at that point those particular grantees  
6 didn't add more materials, but other things have  
7 been being added since then and yeah, a lot of  
8 people have found it with those 5.5 million  
9 downloads.

10 MEMBER EDMO: I saw something for  
11 Montana, Montana Tribal College something or  
12 other.

13 MEMBER HIBBELER: And so what's been  
14 added since then is still coming from those  
15 colleges or?

16 MS. MARTIN: I will be honest and say  
17 I'm looking for tribal, but there Montana Tribal  
18 College Apprenticeship Project Overview. Since  
19 that time, there has not been as much, it looks  
20 like it's taking a while to get to it, but there  
21 hasn't been as much added because we don't have 2  
22 billion dollars to give to the colleges to



1 develop the materials and then require them to  
2 add things. But some of that green stuff that I  
3 talked about and those three things that I  
4 sampled there, I'll send to Nat and he can share  
5 it with you.

6           Anyway, some of those green things  
7 those are relatively new, like that Ohio TechNet,  
8 I think that's kind of new. Some of it is --  
9 like this has been there for a little while, but  
10 it's still really useful, right? Some of it is  
11 newer, less of it is newer.

12           MEMBER HIBBELER: Okay and then as  
13 information gets in here, I think I know the  
14 answer, but I'm asking anyway, has it been vetted  
15 in any way by the Department or?

16           MS. MARTIN: Not by the Department.

17           MEMBER HIBBELER: Okay.

18           MS. MARTIN: The things that are in  
19 Showcases, there's a whole section in here called  
20 Showcases, that has been vetted somewhat. Let me  
21 show you just that really briefly, but some of  
22 the other resources, there's a little bit of

1 catch as catch can kind of thing. Like there's  
2 65,000 things in there and some colleges uploaded  
3 whatever and some of them spent hours and spent a  
4 lot of money making it really good before they  
5 uploaded it. So, these Showcases are the ones  
6 that rise to the top.

7 MEMBER HIBBELER: Okay, thank you.

8 MS. MARTIN: You're welcome.

9 CHAIR QUINTANA: Thank you for that.

10 I also noticed that there was a comment in the  
11 chat. Was that directed to either of the  
12 speakers?

13 MODERATOR: That was Member Houle  
14 saying yes, I love it.

15 CHAIR QUINTANA: He may be doing  
16 cartwheels. Any other questions? Chair  
17 recognizes Gary.

18 MEMBER RICKARD: This is not a direct  
19 question, but I think in our conferences it would  
20 be good to have a training session on the  
21 different free stuff that could benefit our  
22 programs.

1 CHAIR QUINTANA: Absolutely.

2 MEMBER RICKARD: And our people who  
3 are out there as the grantees and not just this.  
4 This is -- I think what the -- I don't know, I  
5 haven't used it in a long time, but what is it  
6 called? The OSI, which replaced the Dictionary  
7 of Occupational Titles, that takes probably  
8 Lorraine would be the only one here old enough to  
9 -- well, and me.

10 (Laughter.)

11 (Simultaneous speaking.)

12 MEMBER RICKARD: Do you remember the  
13 old Dictionary of Occupational Titles?

14 MEMBER WALDRON: I do.

15 MEMBER RICKARD: I think it's called  
16 the OSI that replaced that.

17 MEMBER EDMO: I think so.

18 (Simultaneous speaking.)

19 MEMBER RICKARD: As a case manager  
20 having that material to find out how much math,  
21 how much reading, you know, how much lifting, how  
22 much standing, you know, how much running,

1 jumping you've got to do for this job, is a great  
2 resource.

3 MS. MARTIN: That might be on Career  
4 One Stop, too.

5 MEMBER RICKARD: It could be.

6 MS. MARTIN: In a palatable form for  
7 the students or your participants to read.

8 MEMBER RICKARD: Well, I've been  
9 retired for 20 years and so, you know, I mean, I  
10 haven't kept exactly up on it, but I know that it  
11 was replaced. I thought the name was OSI that  
12 replaced the Dictionary of Occupational Titles,  
13 but that's all great information for people that  
14 are grantees or the case manager working, you  
15 know?

16 MR. COLEY: Absolutely.

17 MEMBER RICKARD: Because having all of  
18 that information to say okay, I'm putting this  
19 person into training, but he's only reading at  
20 the eighth grade level and this career requires  
21 you to be at the 12th grade level. Well, what's  
22 your first step now? It's not to put him in and

1 let him fail, it's to get his reading up to that  
2 level. So, these tools -- and I think that would  
3 be a really good workshop to have all these  
4 different tools that are online taught in a  
5 workshop and this one included.

6 CHAIR QUINTANA: Thank you for that,  
7 Gary.

8 PARTICIPANT: Maybe we could get you  
9 to come out in Florida in May or June.

10 CHAIR QUINTANA: Any other final  
11 questions or comments for any of the presenters?  
12 If not, thank you so much, Julia and Cheryl, for  
13 your time. We appreciate it. Thank you.

14 MS. WAKEFORD: Thank you.

15 MS. MARTIN: Thank you.

16 (Pause.)

17 CHAIR QUINTANA: Next, we'll invite  
18 Lorraine and Jacob. Hold on, just a moment.  
19 Chair recognizes Patricia Hibbeler.

20 MEMBER HIBBELER: So, I'm curious if,  
21 yes for you, sorry.

22 CHAIR QUINTANA: Cheryl.

1                   MEMBER HIBBELER: Cheryl, I forgot  
2 your name, my apology.

3                   MS. MARTIN: That's okay.

4                   MEMBER HIBBELER: I'm curious if you  
5 know which tribal colleges participated in this.

6                   MS. MARTIN: Let me do a little more  
7 research on that.

8                   MEMBER HIBBELER: Okay.

9                   MS. MARTIN: If I can find this one  
10 really cool thing.

11                  CHAIR QUINTANA: Thank you.

12                  MEMBER WOJNAS: Great. Well, very  
13 briefly I wanted to start my remarks by thanking  
14 all the members of the Census Workgroup for their  
15 insight and engagement over many months.

16                  At this point, Duane's work in concert  
17 with that of the DINAP and SPRA teams have been  
18 critical in pushing this initiative forward.

19                  And I'd like to spend this time just  
20 briefly summarizing some of the areas where we  
21 were able to build a consensus within our  
22 workgroup. And to formally share some of the

1 recommendations made by the workgroup to this  
2 council as part of our November meeting.

3 And all of you should be familiar to  
4 anyone who joined our recent Effective Management  
5 Workgroup a couple of weeks ago, where they were  
6 also shared.

7 Foremost, the Census Workgroup  
8 recognizes that there's a gap between the needs  
9 of program participants and the current funding  
10 allocation as the result of the time that's  
11 elapsed since the year 2000 census.

12 In the last -- in the year 2000, fewer  
13 than two and a half million individuals  
14 identified as American Indian or Alaskan Native  
15 alone within the census.

16 In the recently released 2020 census,  
17 this figure has grown by more than 50 percent to  
18 almost four million people. And mirrors the  
19 growth in the Native Hawaiian and OPI communities  
20 over that same time frame.

21 Unsurprisingly, this growth and  
22 corresponding need is not evenly distributed

1 across Native nations and urban communities.

2 It's invariably shifted in a number of ways over  
3 those two decades.

4 And recognizing the potential for this  
5 disparity to continue expanding, the workgroup  
6 recommends that this Council support the  
7 Department in its effort to refine, finalize, and  
8 implement an updated allocation based on the 2014  
9 to 2018 ACS data product, which the workgroup  
10 supports in principal.

11 Our recommendation to this Council is  
12 as follows: the workgroup recommends that the  
13 Council constructively review the allocation  
14 proposal, raise any concerns, and support the  
15 transition from the calendar year 2000 data to  
16 calendar year 2014 to 2018 data, which more  
17 accurately reflects current needs of programs and  
18 their participants.

19 The workgroup recognizes that this  
20 divergence is likely to recur in the future  
21 unless a more frequent update cycle is pursued,  
22 which would ensure a greater ongoing alignment



1 between funding and community needs.

2 And in our conversations, the  
3 Department has openly recognized the value of a  
4 defined and regular update cadence to the data.

5 Our formal recommendation to this  
6 Council on that topic is as follows: we  
7 recommend that the Council request the Department  
8 commence work on the latest available ACS data,  
9 implementing a five-year cycle that minimizes the  
10 risk of ongoing program disruption that's  
11 experienced as a result of larger and less  
12 frequent updates.

13 Additionally, we recognize that  
14 ultimately the grantee community best knows the  
15 needs of the people that they serve, not our  
16 workgroup. We recognize that any imperfection in  
17 the Department's proposed allocation should be  
18 open to review and full scrutiny by our grantees.

19 With this in mind, our third  
20 recommendation to this Council makes space for  
21 this. And it's as follows: we recommend that  
22 the Council request the Department makes

1 available to grantees the proposal for a feedback  
2 period that will end before a final decision to  
3 proceed, as made by the Department.

4 And, ultimately, the dates around that  
5 sort of feedback period, are to the discretion of  
6 the Department and this Council in making that  
7 recommendation.

8 But, in principle, this is something  
9 that our workgroup saw as an important feature of  
10 any data update, especially one as significant as  
11 this one.

12 We also understand the Council's role  
13 in advocating for the collective financial needs  
14 of WIOA programs, having previously made formal  
15 and informal requests for increased WIOA program  
16 appropriations.

17 The outcome of any allocation proposal  
18 will shift funding proportions between regions  
19 and grantees. And, recognizing this, the  
20 workgroup would like to highlight this reality to  
21 the Council and suggest that any future  
22 recommendation by the Council for increased

1 funding reflect this reality.

2 The recommendation that the workgroup  
3 made on this topic is recommending that the next  
4 appropriations increase that's requested or  
5 recommended by the Council, is sufficient to  
6 ensure that the significant majority of all  
7 programs do not lose funding at the end of any  
8 new allocation phase in.

9 Finally, we're cognizant of the  
10 aggregate impacts of the proposed allocation,  
11 some of which are difficult for us to decipher  
12 just by looking at the individual line items that  
13 were attached to us, that were attached rather,  
14 summarizing this.

15 We also recognize that the underlying  
16 ACS data source has its own flaws and limitations  
17 that we need to be wholly aware of. And, with  
18 some of these thoughts in mind, the workgroup  
19 recommends that the Department furnish to us  
20 relevant summary statistics around both the  
21 allocation and the underlying data source.

22 And specifically, the fifth and final

1 recommendation that the workgroup made to this  
2 Council, is recommending that the Council request  
3 from the Department summary statistics that  
4 describe the median and range of impacts to per  
5 program funding. So, for example, the median  
6 percentage increase or percent decrease to  
7 programs, the percentage of programs that are  
8 gaining or losing funding.

9 And also recommends that the Council  
10 request from the Department summary statistics on  
11 the underlying ACS data source. So, some  
12 examples of statistics that were provided for  
13 that were, response rates and sample sizes for  
14 the ACS and sort of highlighting the ways in  
15 which those differ from the census product we  
16 were able to use in the past.

17 I'd also like to very briefly  
18 recognize the tabling of two workgroup motions  
19 that we haven't made a recommendation on, to this  
20 Council.

21 And that's one motion that was made  
22 pertaining to the implementation of a hold

1 harmless factor of some kind. As well as a  
2 motion around the use of a loan versus in  
3 combination demographic data for future  
4 allocation changes.

5 On those two topics, I just wanted to  
6 mention that both of them are incredibly  
7 important. They each have meaningful  
8 implications.

9 We'll certainly have the opportunity  
10 to discuss each of those more fully at future  
11 workgroup and Council meetings in the weeks and  
12 months ahead.

13 But neither of them should have  
14 immediate implications on the decision to move  
15 forward with respect to the Department's proposed  
16 2024 allocation as a function of ACS data.

17 So, I don't know if Duane has anything  
18 that he'd like to add as the person who's done or  
19 spearheaded all of the hard work here.

20 But, otherwise, sort of open to a  
21 question or comment. You know, there are a  
22 couple of motions potentially to be crafted as a

1 result of these recommendations.

2 But I'll leave those to the discretion  
3 of this Council. And sort of, you know, whatever  
4 folks would like to suggest or recommend.

5 But that's what I'd like to relay from  
6 our workgroup.

7 CHAIR QUINTANA: We'll first start --  
8 before we take it to full Council, I'll ask that  
9 Duane Hall share.

10 MR. HALL: Yeah. Thanks Jacob for  
11 your leadership on this workgroup. You've done a  
12 great job and been a really big help.

13 And you've really brought up some  
14 things that we didn't think about and things that  
15 we need to look at. So, really appreciate you  
16 taking the time and being on the workgroup.

17 I would like to bring up the website,  
18 a link where we show the changes in grantee  
19 service areas. You may see if it's something you  
20 can bring up.

21 So, just quick background on this.  
22 This is 2014 to 2018 American Community Survey

1 data that Jacob mentioned.

2 What we wanted to do with this website  
3 here, is show you the differences between your  
4 census numbers, between the 2000 census data that  
5 we're using right now for our funding formula.  
6 And compare it to the census numbers from the  
7 five-year ACS.

8 And so, you can see the differences  
9 for each geographic area. And also by, you know,  
10 by grantee.

11 We encourage grantees to look at this  
12 and make sure that everything looks correct for  
13 them. And so this is -- these will, if  
14 implemented, would, you know, it would change  
15 your funding amounts.

16 I think in the packet, we did put in  
17 the actual changes in funding amounts. But this  
18 is the underlying data there.

19 The workgroup graded what we call a  
20 repository. And we put the source data that came  
21 directly from the census.

22 So, you can do the calculation. You

1 can go back to the source data in the county to  
2 make sure that it's translated correctly into the  
3 Department of Labor's formula.

4 So, we wanted to be very transparent  
5 in the process. Hopefully we've accomplished  
6 that.

7 Just to reiterate what Jacob has said,  
8 we're proposing to implement this in PY2024, with  
9 the hold harmless. So, if you're losing a  
10 significant amount of money, we would try to  
11 level that decrease out over three to five years.

12 So, if you're losing say 50 percent of  
13 your grant, essentially we would only decrease  
14 you by 10 percent one year, 15 percent, get you  
15 down to your al -- what your allocation should be  
16 after three years.

17 So, that's the proposal. But, at the  
18 same time, we realize that the 2014 and 2018 ACS  
19 was, you know, 2018 was, you know, five years  
20 ago. Right?

21 So, we would, at the same time, look  
22 at working on getting new ACS data for the, I



1 guess it would be the 2019 to 2026, I believe.

2 Yes, 2025. Yeah. I'm sorry, 2019 to 2023.

3 So, anyway, with that, if there's any  
4 questions?

5 CHAIR QUINTANA: Anybody have any  
6 questions or comments in regards to what was  
7 shared by either Jacob or Duane?

8 The Chair recognizes Candace Lowry.

9 MEMBER LOWRY: So, for the numbers, is  
10 it decided to use Indian only? Or Indian  
11 combination?

12 Because in some situations, some of  
13 the grantees, it's Indian combination, it was,  
14 you know, the amount. Or, if it's Indian only,  
15 it may take away their --

16 MR. HALL: Sure.

17 MEMBER LOWRY: Whole. There were so  
18 many that answered the census survey as two races  
19 or more.

20 MR. HALL: Yeah. Yeah, good question.  
21 And, Jacob, please feel free to chime in here.  
22 That has come up.

1           This data is American Indian only. We  
2 didn't use the combination on this. And some of  
3 the reasoning behind that was, if we kind of went  
4 back to what was agreed upon by the Council back  
5 in 2000, then what we found and what is kind of  
6 common sense, is that if you use American Indian  
7 in combination with other races, we found that  
8 your rural reservations probably, it affected  
9 them negatively.

10           Whereas, your urban populations, major  
11 cities would probably have more an increase. And  
12 the Council at that time felt that it would be  
13 better to use the American Indian/Alaska Native  
14 only data, because it reached those populations  
15 that were most in need.

16           That was a decision at that time. So,  
17 we didn't get it from the Census Bureau, we  
18 didn't request the combination data.

19           It's our understanding that -- so, the  
20 American Indian only and Alaska Native alone  
21 data, that is public information. And all we had  
22 to -- the census do -- the Census Bureau does,

1 even though it was available to us, is kind of  
2 put it in some type of data format that was  
3 easier for us to work with.

4 The American Indian/Alaska Native in  
5 combination, is not publicly available data. And  
6 so, you would have to go through the Census  
7 Bureau to get some special runs.

8 And that can be a process if they feel  
9 that there is PII concerns because of the low  
10 numbers. So, if we want to get American  
11 Indian/Alaska Native in combination, it might --  
12 that might be a process.

13 MEMBER LOWRY: Well, I ask this  
14 question, because in North Carolina, we got a  
15 situation where we've got an individual who wants  
16 to sue some of the Indian alone programs.

17 And for us it would be great if it's  
18 just Indian alone that we're going to be  
19 quantified.

20 But that's an issue that's coming up  
21 where some of the universities and community  
22 colleges, they're seeing that some students are

1 getting supplemental funds or their tuition paid  
2 for by grants. And there are other incidents out  
3 there that are bad about it.

4 So, I just want to be able whenever I  
5 go back, I can say, okay, we're using the Indian  
6 alone. Because they're saying well, if you're  
7 using Indian in combination, you're getting --  
8 you're getting the population of if they're  
9 white, or if they're African American, or if  
10 they're Hispanic.

11 And they're counting those numbers to  
12 get funds is their argument.

13 MR. HILL: Yeah.

14 MEMBER LOWRY: So, that -- that would  
15 help.

16 MR. HILL: Right.

17 MEMBER WOJNAS: And, Candace, if I can  
18 provide context from the workgroup level as well,  
19 I don't think this was -- this was an issue that  
20 was brought up across a couple of different  
21 meetings.

22 And folks had sort of very strong

1 opinions on it. But it's not one that we were  
2 able to come to a consensus on as a workgroup.

3 What I'll say is from a pragmatic  
4 perspective, like holding my own opinion aside  
5 here. From the pragmatic perspective, even if  
6 there was a desire to make that change, it's  
7 probably not one that could be made in this  
8 update cycle for like a PY2024 allocation, just  
9 based on some of the constraints that Duane has  
10 mentioned in terms of procuring that data set.

11 But I wouldn't say that the workgroup  
12 has like come to a consensus on using one versus  
13 the other. It's the facts of the matter that,  
14 you know, our current allocation from the year  
15 2000 census is based on the loan data.

16 And, to some extent, this is sort of  
17 drawing that forward. And the only change that's  
18 being implemented here is moving from the census  
19 product to the ACS product since many of those,  
20 you know, poverty related and workforce related  
21 questions are no longer being asked as part of  
22 the census.

1           But I don't want to imply at all that,  
2 you know, to your point that's like a settled --

3           MEMBER LOWRY: Yes. But, so, I guess  
4 it would be a decision to make. So, if the State  
5 wanted to get a letter from the Department of  
6 Labor saying that it was Indian-alone numbers for  
7 a specific grant and not other races, well, then  
8 it -- would you be able to provide it?

9           CHAIR QUINTANA: The Chair recognizes  
10 Nat. And then, we'll go over to Erwin.

11           MR. COLEY: And I'll let Duane correct  
12 me. But we -- so, we provide the funds to our  
13 grantees. It's your policies that determine who  
14 you fund.

15           MEMBER LOWRY: Okay. So, as long --  
16 as long as our --

17           MR. COLEY: Is that right, Duane?

18           MR. HALL: Yeah. That's right. And  
19 I think -- and I should clarify. When I say we  
20 decided to go with the American Indian/Alaska  
21 Native alone, by we, I think, it was really kind  
22 of Norm DeWeaver and I working with the Census

1 Bureau.

2 Like, what data do you want? And I  
3 think there was an assumption made, and maybe  
4 wrongly so, that well, it was decided in 2000 to  
5 use American Indian/Alaska Native alone.

6 So, we -- that's all we asked for. It  
7 was not the workgroup's consensus that we used  
8 this number. As Jacob said, there was a lot of  
9 discussion over that.

10 Back to your specific point, in the  
11 workgroup, a very -- you know, one of the  
12 workgroup members made a very good point. This  
13 program does not serve American Indians alone.

14 It serves -- anybody who can show that  
15 they're American Indian. And, as we know,  
16 there's, you know -- so, the argument was made at  
17 the workgroup that the -- we're asking for  
18 American Indian and Alaska Native alone. But  
19 this program serves people who are not only  
20 American Indian. Right?

21 So, the data doesn't really match our  
22 eligibility requirements. And so --

1 CHAIR QUINTANA: Continuing on, I'm  
2 going to go, the Chair recognizes Erwin. And  
3 then, we'll come over to Ann and then Darrell.

4 MEMBER PAHMAHMIE: Erwin Pahmahmie,  
5 Region Four, Oklahoma. Other things to consider  
6 too, is like, you know, whether the census and  
7 this American survey, is that, you know everybody  
8 that participates in that is self-identifying and  
9 everything.

10 There's no validation of anything.  
11 You know, I mean, nobody shows up and says,  
12 here's my card. You know, they don't verify  
13 that.

14 MR. HILL: Right.

15 MEMBER PAHMAHMIE: Who says that? So,  
16 I mean, it's again, those are things that, you  
17 know, everybody must consider in this  
18 understanding, because, you know, I mean, we're  
19 working with what we have.

20 But, again, too, it's, you know, I  
21 want to say it's -- it's the best it can be for  
22 right now. But, still, you know, we know that



1 it's -- it affects everybody.

2 It does. It really does, so.

3 CHAIR QUINTANA: Thank you for that.

4 And just assuring that it's as important for us  
5 to consider.

6 So, Chair recognizes Lora Ann.

7 MEMBER CHAISSON: Yes. Lora Ann  
8 Chaisson, Region Four. And, Duane, I'm going to  
9 have to kind of disagree with you regarding that  
10 service. Because I know the consortium has their  
11 own rules.

12 You know, we make our own rules. We  
13 have our own who we can serve. You know, we have  
14 our own policies and procedures that way.  
15 Because we don't just let, especially tribes as  
16 they're coming up, I mean, there's tribes right  
17 now that self-identify, like Erwin said, that  
18 you've never heard of before.

19 And, you know -- and, so they're not  
20 eligible for our programs.

21 MR. HILL: Right.

22 MEMBER CHAISSON: And so, but, you

1 know, in our area, that is an issue. And that's  
2 what I was just going to say, you know, before  
3 that was about urban areas. Because they have  
4 more urban tribal people versus reservation.

5 And so, we can never forget about  
6 those folks. Never. And that Indian only, I  
7 remember discussing this many moons ago regarding  
8 that.

9 And I know that there was talk about  
10 eliminating the Indian only. And I didn't  
11 realize that -- I didn't think -- I thought that  
12 it was actually removed, the Indian only.  
13 Because I remember they were talking about it,  
14 the Council at the time. And -- but I didn't  
15 remember the state.

16 So, that's all.

17 CHAIR QUINTANA: Thank you for that,  
18 Lora Ann. The Chair recognizes Darrell.

19 MEMBER WALDRON: Two issues. One,  
20 Duane just if we could verify, who was just  
21 talking about natives being ineligible for the  
22 program.

1                   And then, you know, do you have to be  
2 native to be eligible? I read some language in  
3 there and I don't know if you could expand on the  
4 simulation so far.

5                   CHAIR QUINTANA: Thank you. The Chair  
6 recognizes Duane Hall.

7                   MR. HALL: Sorry, I may not have said  
8 that correctly. Our participants don't have to  
9 be American Indian/Alaska Native only. Right?

10                   Like you can serve people who may be  
11 --

12                   MEMBER WALDRON: Irish and Indian.

13                   MR. HALL: Irish and Indian.

14                   MEMBER WALDRON: Okay.

15                   MR. HALL: And so, the American  
16 Indian/Alaska Native only from the sense that  
17 those individuals who responded that way, say  
18 they are American Indian or Alaska Native only  
19 and no other race.

20                   MEMBER WALDRON: Right.

21                   MR. HALL: But we serve people who may  
22 be multiple race. Now, they have to be,

1 obviously, American Indian/Alaska Native if  
2 they're a client.

3 But they can be some other race. So,  
4 the point in the workgroup, our workgroup was,  
5 the data doesn't -- we're using American  
6 Indian/Alaska Native alone, yet our reg -- you  
7 know, we allow.

8 Obviously, we all know that we have  
9 people who are mixed races in our program. So,  
10 sorry about that.

11 MEMBER WALDRON: Yeah. So, thank you.  
12 And then, the second issue is, it isn't decided,  
13 we have to vote on it, right?

14 So, we made that vote 10, 15 years  
15 ago, I think. Norm DeWeaver and myself, you and  
16 some other committee, we worked on it.

17 And we actually had math in front of  
18 us. And we've seen the damage that was going to  
19 be done to some of the tribal folks.

20 And so, are we just rolling over the  
21 same decision? Or, are we going to discuss it  
22 and have a vote on it here?

1 CHAIR QUINTANA: So, this is Joseph  
2 Quintana. I think because of time, and because I  
3 don't think everybody's had an opportunity to  
4 process what was shared and looking at the  
5 resolutions that were recommended by the  
6 workgroup.

7 I would suggest that we -- that Jacob  
8 send in an email to each of the Council members,  
9 each of the recommendations for your review. And  
10 that we have time to process it.

11 And tomorrow morning when we come  
12 back, then we will go through each item so we're  
13 all looking at it, we can ask questions and  
14 discuss each particular item. And then, vote at  
15 that particular time.

16 So, everybody's in the know and  
17 nobody's caught off guard by that particular  
18 point. And then, move forward from there.

19 Any questions in regards to that? The  
20 Chair recognizes Nat.

21 MR. COLEY: Just one question for  
22 Darrell. Was your question about using the

1 Indian alone data?

2 MEMBER WALDRON: Yes.

3 MR. COLEY: Or, depending on whether  
4 we should use that?

5 MEMBER WALDRON: Right. It was both.  
6 It was Indian alone or Indian and something else  
7 data. Because, the American Survey Census data  
8 both was off on that population by 30 percent  
9 anyway.

10 And so, it's that we have to make a  
11 decision on it. And we're not just going to roll  
12 with the decision that was made before. It's  
13 going to be put before this body.

14 So, I guess my point, you know, we  
15 used to purchase the census data back in those  
16 days. And it was specific to what this body here  
17 wanted.

18 It sounds like we're kind of just  
19 rolling over.

20 MR. COLEY: Well, I think with this  
21 data set, we're going with where we were with the  
22 Indian alone.

1                   MEMBER WALDRON: That's fine with  
2 that.

3                   MR. COLEY: And so, the question was,  
4 moving forward as Jacob mentioned, you know, if  
5 there was a desire to do that in like the next  
6 cycle. I think one of the questions that you're  
7 asking, what is that cycle? Can we change the  
8 data?

9                   So, I don't think there's a hold on  
10 what we would use in this next update to say what  
11 the problem was.

12                  MEMBER WALDRON: So, it would be an  
13 effect on us on the following, not now.

14                  MR. COLEY: Yes. That's the question.

15                  MEMBER WOJNAS: So, I guess Duane, did  
16 you guys procure this original data set? If  
17 there's sort of been a working process for all  
18 that, right?

19                  MR. HALL: Yeah. That's it. You  
20 know, it -- I think maybe three years ago maybe.

21                  MEMBER WOJNAS: So, I think, sort of  
22 connecting those two points, Darrell, the idea is

1 that to some extent, and this is obviously sort  
2 of to the consensus of the working features and  
3 the recommendation that needs to be made here, or  
4 that the Council decides to make rather.

5 But, to some extent, if there was a  
6 desire to shift on that variable in that data  
7 set, I think it's like safe to say it wouldn't be  
8 feasible to get that in motion for PY24. If  
9 that's fair to say from the Department's  
10 perspective.

11 But it's sort of question of whether  
12 or not this is something that we want to revisit  
13 before procuring the next data set that the  
14 Department would start working on now for '26 for  
15 example, or '27, or whatever it might be.

16 But, obviously, sorry, I don't want to  
17 propose anything.

18 CHAIR QUINTANA: If I could talk  
19 before Darrell. Joseph Quintana and then we'll  
20 go to Darrell.

21 But you have -- yes, I'll come over to  
22 you just really quick, Erwin. A quick question.



1           So, we have previously operated at  
2           2000 census numbers. So, that's happened the  
3           last 23 years, however long it's been.

4           And we want to have the most, we're  
5           recommending, the recommendation from the  
6           workgroup is that you have the most accurate  
7           data.

8           And, right now, you're working at  
9           what? What were the years?

10          MEMBER WOJNAS: That would be '14  
11          through '18. So, that would bring us -- bring us  
12          forward by almost --

13          CHAIR QUINTANA: The idea that then you  
14          would next year fall into it and update the ACS.

15          MEMBER WOJNAS: That we'd start  
16          working on the most recent available as soon as  
17          it is. And there obviously always will be a lag  
18          between when the data sets are finalized and when  
19          the DOL can work through them and when we can  
20          input them.

21          But it's basically, the idea would be  
22          to close this gap eventually over time. Because

1 when you end up with lags as big as this one,  
2 there's almost no way to process them in a way  
3 that minimizes program disruption.

4 And I think the idea would be  
5 establishing a cadence that allows the changes to  
6 be more gradual and converge with reality.

7 CHAIR QUINTANA: Thank you for that.  
8 The Chair recognizes Darrell and then we'll go to  
9 Erwin.

10 MEMBER WALDRON: Yes. So, I mean,  
11 we're going hopefully for more appropriation  
12 dollars. You know, I mean, there's a lot of  
13 information that we're all discussing here.

14 And that's on page six. And I thought  
15 we had more time to discuss it. And because it  
16 is concerning, you know, what is the argument and  
17 the data we're hearing.

18 And, as the secretary just did, some  
19 new data that she talked about in a meeting in  
20 which, I think, it shocked them all. On just how  
21 badly our communities are doing. And, which is  
22 great that someone actually took the initiative

1 to do that.

2 And then, I don't know where we're  
3 coming, you know, as a DINAP program, because  
4 some of the good work that 477 is doing is not  
5 getting approval of the data.

6 And so, there's just, we want to put  
7 forth the best foot and have the best opportunity  
8 despite the program. Because this program is  
9 funded like a welfare program. It's pretty --  
10 it's pretty small.

11 Now that we know from this training  
12 that we have opportunities to spend more money on  
13 our clients, which is great. Because, that  
14 training, I hope, went to some people got that.  
15 You know, they're going to do that. And where is  
16 that going to lead to the performance? So,  
17 there's just a lot to think about. It's just not  
18 related to the census. And appropriations is  
19 just there.

20 CHAIR QUINTANA: Thank you, Darrell.  
21 The Chair recognizes Erwin.

22 MEMBER PAHMAHMIE: Yes, Erwin

1 Pahmahmie, Region Four, Oklahoma. You know, like  
2 -- you know, you talk about these different data  
3 sets and stuff and so, like right now, like with  
4 -- and this is kind of like my personal thought.  
5 But I wanted to bring this up, because these  
6 things could happen too.

7 My tribe has now lowered our forms by  
8 one-eighth. It was one-fourth during this. But  
9 now, it's increased. So, therefore, it has made  
10 a significant impact on my programs on, you know,  
11 cost per participant, you know, and that actual  
12 understanding.

13 But we're getting new enrollees every  
14 month. So, I mean, that's something else to be  
15 considered there.

16 Again, you know, I appreciate all the  
17 work, you know, all the hard work that Jacob and  
18 Duane have worked on this. But, you know, again,  
19 there's so much more to do.

20 So, thank you for that.

21 CHAIR QUINTANA: Thank you, Erwin.

22 The Chair recognizes Patricia Hibbeler.

1                   MEMBER HIBBELER: Thank you. So, I want  
2 to thank Jacob and Duane and the committee's work  
3 on this. Because I know it's a laborious process.

4                   And it's not easy. It's difficult.  
5 But I -- my mind was thinking down the same  
6 trajectory that you just proposed.

7                   And one of the things I'd like us to  
8 think about, make a decision about tomorrow, is  
9 when we make these decisions, these decisions  
10 will be in place for three years, four years,  
11 right.

12                  So, whenever you can procure the next  
13 data set, we need to really think about how this  
14 decision impacts us over time. And I don't know  
15 how long that is.

16                  But that should be part of whatever  
17 motion we make tomorrow. So, we need to decide  
18 that at the same time. Thank you.

19                  CHAIR QUINTANA: Thank you for that,  
20 Patricia. Any other questions or comments to  
21 share at this time?

22                  (No response.)

1                   MEMBER WALDRON: I make a motion to  
2 recess.

3                   (Laughter.)

4                   CHAIR QUINTANA: The Chair recognizes  
5 Gary.

6                   MEMBER RICKARD: Well, it was nice  
7 being able to be here today. But, due to travel  
8 accommodations, I won't be able to be here  
9 tomorrow. The flight that I originally had kept  
10 me over until Saturday before I can go out. And  
11 so, I had to make other arrangements.

12                   And so, the only flight I could get  
13 was out of Dulles and so. But I appreciate being  
14 here with all you guys and all the good  
15 information that we have received.

16                   And I really thank the staff for being  
17 so open too, with all of the discussions that we  
18 have. As we know in the past, a lot of times  
19 when we were not able to really get out a good  
20 open discussion like we have now.

21                   And also have the management that is  
22 willing to listen, you know, and truly listen to

1 help make this program the best it can be.

2 And we thank you for that. And I make  
3 that point here because I won't be here tomorrow.

4 CHAIR QUINTANA: Thank you, Gary for  
5 sharing those words. And safe travels to you and  
6 Erwin as you make your ride.

7 Do I have a motion to adjourn today's  
8 meeting?

9 MEMBER WALDRON: Yes. Recess.

10 CHAIR QUINTANA: Seconded by Lora Ann.  
11 All in favor say aye.

12 (Chorus of ayes.)

13 CHAIR QUINTANA: Those say nay?

14 (No response.)

15 CHAIR QUINTANA: Any choose to abstain?

16 (No response.)

17 CHAIR QUINTANA: The time is 5:09.

18 Thank you. See you tomorrow.

19 (Whereupon, the above-entitled matter  
20 went off the record at 5:09 p.m.)

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Before: US DOL

Date: 12-07-23

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