

U.S. DEPARTMENT OF LABOR  
+ + + + +  
NATIVE AMERICAN EMPLOYMENT AND  
TRAINING COUNCIL

+ + + + +  
STRATEGIC PLANNING SESSION  
+ + + + +

TUESDAY  
OCTOBER 16, 2012

+ + + + +  
The Council met in Conference  
Rooms 2 & 3 at the Bureau of Labor Statistics,  
2 Massachusetts Avenue, NE, Washington, DC, at  
9:00 a.m., Winona Whitman, Vice Chair,  
presiding.

PRESENT

WINONA WHITMAN, Vice Chair

JACOB BERNAL, Member

CARLA BOWLAN, Member

KIM CARROLL, Member

JESSICA JAMES, Member

CHRISTINE MOLLE, Member

ANNE RICHARDSON, Member

ELKTON RICHARDSON, Member

LORENDA SANCHEZ, Member\*

RODNEY STAPP, Member

DARRELL WALDRON, Member

DOL PARTICIPANTS

EVANGELINE M. CAMPBELL, Designated Federal  
Officer

TOYA CAPERS

MIKE DELANEY

YOLANDA HARRIS

CRAIG LEWIS

ALSO PRESENT

JAMES HARDIN, LRDA

BRAD HARRIS, LED

ROD LOCKLEAR, LRDA

\*Participating via teleconference

A-G-E-N-D-A

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

2 (9:15 a.m.)

3 MS. CAMPBELL: Okay. I do believe  
4 we have everyone. And we can send over to do  
5 our name tags. I know normally they're always  
6 here and out for you. But today we're being  
7 creative.

8 And there's going to be --  
9 Today's session primarily is, we're going to  
10 have fun. And at the last Council meeting,  
11 actually Mr. Bernal had recommended that we do  
12 some strategic planning. And the entire  
13 committee agreed.

14 And so with that I solicited the  
15 help from two trainers at the U.S. Department  
16 of Labor to facilitate the process for us. So  
17 this morning and this afternoon that's what  
18 we're going to focus on is strategically  
19 planning of a vision for the next program  
20 year.

21 And a way, what I hope to get out  
22 of the process is to identify a way whereas a

1 program and as a community we can move  
2 forward. There's been some changes. We have  
3 some new Council members. And once we get  
4 started we'll do the formal introductions.

5 But today -- And I'll let Toya,  
6 and her colleague will come soon, I'm going to  
7 -- After we do an opening prayer, Chief Anne  
8 Richardson has agreed, or was kind enough to  
9 say an opening blessing for us. So before we  
10 do anything I'd like to start our session with  
11 that. With that, we will formally adjourn the  
12 meeting.

13 MS. RICHARDSON: Could we all kind  
14 of hold hands around this circle?

15 MS. CAMPBELL: Come on in guys.

16 (Off microphone comments)

17 MS. RICHARDSON: Heavenly Father,  
18 we give you all the praise and all the glory  
19 for what we do here today in this room. We  
20 ask you to bless the unity with Secretary  
21 Solis and the Department of Labor.

22 And Father we ask that you bless

1       them, and that you lead in power in the way  
2       that you have ordained.  And Father we ask  
3       that you will give us the spirit of listening  
4       today, with knowledge and understanding that  
5       we are able to accomplish the work that  
6       answers your mission for us.

7                   And that Father that you will  
8       bless and guide all the work that we do.  And  
9       we ask you for all of these things in the name  
10      of Jesus, which is above every name.

11                   ALL:  Amen.

12                   MR. BERNAL:  Thank you.

13                   MS. CAMPBELL:  We are going to be  
14      turning the heat down.  So it will get cooler.  
15      But then I am going to turn it over to Toya.

16                   MS. CAPERS:  First off, let me say  
17      good morning.  Oh, I forgot this, thank you.  
18      Welcome to your Strategic Planning Session  
19      today.

20                   My name is Toya Capers.  And I  
21      work with the Department of Labor Employment  
22      and Training Administration.  And I'm a part

1 of the Professional Development and Training  
2 Team.

3 Myself and my colleague, Yolanda  
4 Harris, who will be joining us momentarily, we  
5 will be your facilitators for today. We've  
6 got some great things in store for you today  
7 so you can be engaged and interactive. Have  
8 a little bit of fun.

9 But also, like Angie was saying,  
10 do some strategic planning and talk about some  
11 goals, and identify some action items for you  
12 to move forward together as a Council. And  
13 also, thank you for having us, Angie. We  
14 thank you.

15 We welcome the opportunity to come  
16 to these type of events and provide assistance  
17 and facilitation in training. It's a way for  
18 us to learn more about the Agency's different  
19 components, and what's going on in the Agency,  
20 and the work that's being done for the  
21 communities.

22 So again, thank you for having us

1 and giving us the opportunity to be  
2 enlightened. What we'd like to do first --  
3 I know all of you are very familiar with each  
4 other. But given that myself and Yolanda,  
5 it's our first time meeting with you, we would  
6 like to do a round of introductions.

7           You can just give your name, kind  
8 of what it is that you do here within the  
9 Council, or in your current positions. And  
10 also I'd like to add a third piece to that.

11           I didn't have enough quarters to  
12 give out to everyone. So I do have one, so  
13 we'll stick with that one. And the year on  
14 this quarter is, from what I can see now,  
15 because I don't glasses although I should.

16           But the year on here is 2001. So  
17 I'd like you to, you know, just off the top of  
18 your head, just think of something that  
19 happened in 2001, that was significant to you  
20 or significant to, you know, the Council, or  
21 the country as a whole.

22           Just the first thing off the top

1 of your head, doesn't have to be anything  
2 serious. Just when 2001 pops in your head,  
3 what do you think about, okay.

4 So introductions are name, what do  
5 you do here in the Council, or your current  
6 position. And what do you think of when you  
7 think about 2001?

8 For myself, I'll get started. I  
9 already told you I am, what I do here with the  
10 Department of Labor. 2001, let's think, 2001.  
11 Well I believe that I just finished up with my  
12 undergrad. So I was graduating with my  
13 Bachelors Degree in Business Communications.

14 And I was probably -- I'm sure  
15 there was something else going on. I think I  
16 was working on buying my first home. That's  
17 the thing that pops out in my head first. So  
18 moving on, we'll get started to -- How about  
19 we get started to the right.

20 MS. WHITMAN: Aloha. My name is  
21 Winona Whitman. I'm the Vice Chair on the  
22 Council. I'm the state wide director for

1 employment in the WIA program in Hawaii, on  
2 all of the islands of Hawaii, Kauai, Maui,  
3 Molokai, and Oahu.

4 And in 2001 just on the top of my  
5 head, I probably will have to say -- And this  
6 is in line with our motto, let us work  
7 together. So I believe in 2001 possibly we  
8 were all working together.

9 MS. CAPERS: Okay. Thank you  
10 Winona and welcome.

11 MS. CAMPBELL: All right Darrel.

12 MR. WALDRON: It's what I get  
13 started, Halloween.

14 MS. CAPERS: And also, if we can  
15 have, if you haven't already, everyone please  
16 put your names on the tent cards. That will  
17 help us out as well as we move along through  
18 the session. First name, nickname, whatever  
19 you want to be called throughout this session  
20 will be fine. Okay, next.

21 MR. LEWIS: Good morning. My name  
22 is Craig Lewis. And I'm with the Department

1 of Labor. I'm with Angie's shop here in  
2 Washington, D.C. A federal project officer  
3 for Midwest grantees. And 2001, I was  
4 actually moving from -- And I'm not a Council  
5 member by the way.

6 MS. CAPERS: Okay.

7 MR. LEWIS: So I'm just here with  
8 Angie. 2001 I think I was coming from the  
9 State program, it was JTPA WIA at that time,  
10 as we were transitioning to WIA.

11 And I started with the Salt River  
12 Indian Community as Program Director for not  
13 only the state, but also the 166 programs and  
14 the Native Employment Works and TANF, with the  
15 tribes. So it's where I got my feet wet  
16 working for our community.

17 MS. CAPERS: Thank you, Craig, and  
18 welcome.

19 MR. WALDRON: Darrel Waldron,  
20 Rhode Island Indian Council. It's hard to  
21 remember 11 days ago, let alone 11 years ago.  
22 Once you get above 50 that's the problem.

1 I think I was looking for a horse.  
2 I like to ride horses recreationally. And I  
3 had sold my palomino. And I was looking to  
4 buy a new horse. I think that was on my mind  
5 on my weekends.

6 I'm the Executive Director of the  
7 Rhode Island Indian Council. And we have  
8 several programs that we do outside of our  
9 labor program.

10 And we have five states that we  
11 are managing, which I believe is fine, as far  
12 as I'm concerned. I hope my staff feel the  
13 same way.

14 And I get into all kinds of stuff.  
15 So I'm a person in one thing. So I enjoy the  
16 excitement of our newest venture in New York.  
17 And I love the excitement in New York. It's  
18 been an exciting process. Thanks.

19 MS. CAPERS: Thank you, Darrel.  
20 Welcome.

21 MR. RICHARDSON: Good morning, I'm  
22 Elk Richardson. I'm a senior program manager

1 at the North Carolina Commission of Indian  
2 Affairs in Raleigh North Carolina, a  
3 representative on this Council for Region III  
4 and a member of the Haliwa-Saponi Indian  
5 Tribe. And glad to be here this morning.

6 I look forward to everything that  
7 we're going to do. We've got some very  
8 important issues before us. And strategic  
9 planning's always important.

10 We have outstanding issues that,  
11 all around us. Before we came here, and why  
12 we're here. And I hope we get to address some  
13 of those.

14 I also want to introduce, or  
15 acknowledge some of my colleagues back in  
16 North Carolina, the largest tribe back east of  
17 the Mississippi, the Lumbee Tribe, we're a  
18 community serving the Lumbee Tribal  
19 population.

20 And I'll think they'll introduce  
21 themselves later. But they're my colleagues.  
22 And I'm proud to see you all here. And I'm

1 glad you got my back.

2 MS. CAPERS: Thank you all.

3 Welcome.

4 MR. RICHARDSON: My name is Chief  
5 Anne Richardson. I'm Executive Director of  
6 Mattaponi-Pamunkey-Monacan, Incorporated, in  
7 Virginia. And take care of the tribes in  
8 Virginia.

9 And in 2001 one of my  
10 granddaughters was born. And she was named  
11 after my mother, Morning Glory, her Indian  
12 name. So it was a red letter year for us.

13 MR. BERNAL: Cool.

14 MS. CAPERS: Thank you Chief --

15 MS. MOLLE: Good morning. My name  
16 is Chris Molle. I'm a member of Cherokee  
17 Nation, Oklahoma, executive director for  
18 American Indian Council in Kansas City,  
19 Missouri, Region IV representative, along with  
20 my colleague Jessica James.

21 And in 2001 I believe I had a  
22 staff changeover. And that staff member is

1 still with us. So that was, you know,  
2 sometimes change is hard. And so I lived  
3 through that.

4 MS. CAPERS: Thank you, and  
5 welcome. Did you say your name was Chris?

6 MS. MOLLE: Yes. Just call me  
7 Chris. It's Christine, but I go by Chris.

8 MS. CAPERS: Okay. Thank you.  
9 Welcome, Chris. Okay. Well let's go this  
10 way, and then we'll come back to this side of  
11 the room. Any one of you can start.

12 MR. LOCKLEAR: My name is Rod  
13 Locklear, member of the Lumbee Tribe. I'm the  
14 program director for the WIA program in  
15 Robertson County, which is expanding.

16 And significant things that  
17 happened in 2001 is I made the decision to  
18 stay a few more years in public Government.  
19 I had reached 30 years at that point, and  
20 decided to stay in there.

21 MS. CAPERS: Well we're glad you  
22 decided to stay?

1                   MR. HARRIS: Good morning. My  
2 name is Brad Harris, President of Alumni  
3 Enterprise Development. In 2001 I was a  
4 student at UNC Charlotte, Civil Engineering  
5 program.

6                   And of course we will never forget  
7 9/11. That was a big day. And I'll always  
8 remember that. I was taking a course in  
9 structures. And it just so happened that was  
10 a course I was in.

11                   So the next two weeks we learned a  
12 lot about buildings and how they were  
13 constructed. So that's what I remember most  
14 about 2001.

15                   MS. CAPERS: Thank you, Brad.  
16 Welcome.

17                   MR. HARDIN: I'm James Hardin,  
18 Executive Director of Lumbee Regional and  
19 Development Association. I started working in  
20 Indian programs in 1975. Been there ever  
21 since.

22                   I've ran an urban Indian Center in

1 Fayetteville, North Carolina for about 13  
2 years. I worked with the Tribe in 1986, and  
3 been there pretty much ever since. Left for  
4 a period of time and came back.

5 But my experience with WIA goes  
6 back over three decades. And that's been a  
7 very enjoyable experience. Back in 2001 I had  
8 changed jobs.

9 Well I worked at LRDA, but I had  
10 some business on the campus of University of  
11 North Carolina, Pembroke, which is right  
12 across the street from my home. It's main  
13 office is in Pembroke, North Carolina.

14 And I'd not watched the news that  
15 morning. I rushed over there for some  
16 business. And I walked through the students.  
17 And the thing that I remember most, that I  
18 hadn't figured out in my brain yet, that the  
19 student center was full of students.

20 They were just casually going by  
21 and going to class I guess. But on the big TV  
22 screen, where they sit and watch TV, there was

1 the buildings in New York burning. One of the  
2 buildings at that time. I think the other one  
3 was hit later.

4 And one of the things that really  
5 stood out to me, the students were just  
6 walking by like it was a regular TV program.  
7 I mean, they was nonchalant about what was  
8 going on. A few was sitting there watching  
9 and kind of animated.

10 But the majority of them were just  
11 -- I mean, I just didn't understand why  
12 students were not shocked with that going on.  
13 And I stood there and observed, and rushed  
14 back to the office and heard all the details.

15 But I was really amazed at how the  
16 students were so apathetic at the view. And  
17 really weren't focused on it. They might have  
18 had to get to class in three minutes. I don't  
19 know. But they really weren't focused on what  
20 was happening there. They didn't seem to  
21 understand it.

22 Maybe I was just a senior citizen

1 and not understanding them. I don't know.  
2 But that's the thing that stood out in my  
3 mind, the apathy, or whatever.

4 I couldn't figure out what it was,  
5 nonchalantness of the students. And not  
6 really focusing on what was going on on that  
7 big screen. And how it would affect this  
8 country. And that's my story.

9 MS. CAPERS: Well, welcome, Mr.  
10 Hardin. Thank you very much.

11 MR. DELANEY: I'm Mike Delaney.  
12 I'm an ETA employee, workforce development  
13 specialist. Most of you know me as Angie's  
14 assistant. Proud to be.

15 Eleven years ago I can  
16 specifically say two things that happened at  
17 this time. I was just getting married. And  
18 I had just graduated from Howard University  
19 with my Bachelors in Communications. Those  
20 were two things.

21 MS. CAPERS: All right. Well,  
22 welcome, Mike. Thank you. Okay. We will get

1 back over to this side.

2 MS. CARROLL: Good morning. My  
3 name is Kim Kaniatobe Carroll. I'm director  
4 of grants and compliance for the Cherokee  
5 Nation in Oklahoma, a member of the Choctaw  
6 nation.

7 In 2001 I had just transferred  
8 from working for the Tribal Government to  
9 working for Career Services, which has the  
10 employment training programs. It's the area  
11 I had started out in and taken a break from.

12 We had just developed our public  
13 law 102-477 plan, and were getting ready to  
14 implement that. Also, my grandson was born  
15 that year. And that actually took up most of  
16 my time.

17 MS. CAPERS: Welcome Kim. Thank  
18 you.

19 MS. BOWLAN: Good morning. I'm  
20 Carla Bowlan. And I'm the Director of the WIA  
21 program for the Seminole Nation in Oklahoma.  
22 And I'm a member of the Choctaw Nation of

1 Oklahoma.

2 I'm brand new to the Council.

3 This is my first meeting, and glad to be here,  
4 excited. What happened in 2001? I had a two  
5 year old toddler at that time. So I had the  
6 terrible twos.

7 MS. CAPERS: So I can pinpoint one  
8 thing, huh?

9 MS. BOWLAN: Yes.

10 MS. CAPERS: I know what that's  
11 like. Okay. Well welcome, Carla. Thank you.

12 DR. STAPP: Good morning. I'm Rod  
13 Stapp. I'm the CEO of the Urban Inter-Tribal  
14 Center of Texas, in Dallas. A member of the  
15 Choctaw Nation, in the great state of  
16 Oklahoma.

17 And let's see, 2001 is the year I  
18 transferred from being a physician in our  
19 center to being Executive Director and CEO.  
20 And started programs for the Comanche Tribe.  
21 Happy to be here to serve a third term,  
22 something like that.

1 MS. CAPERS: Welcome.

2 MS. JAMES: Good morning. My name  
3 is Jessica James. And I am a member of the  
4 Shoshone-Bannock Tribes, and affiliated Tribes  
5 are Pyramid Lake Paiute from Nixon, Nevada.  
6 And I'm also Washoe.

7 And I am the WIA Director at the  
8 Indian Center in Lincoln, Nebraska. And serve  
9 on Region V with Christine Molle. And in 2001  
10 I was a student at Haskell Indian Nations  
11 University. And I was studying American  
12 Indian Studies for my Bachelors.

13 MS. CAPERS: Thank you and  
14 welcome, Jessica. Do we have your tent card,  
15 Jessica, sitting up front?

16 MS. JAMES: I'm fixing it now,  
17 making it nice.

18 DR. STAPP: She's making it very  
19 nice.

20 MS. CAPERS: Well please do take  
21 your time. Don't let us stop those creative  
22 juices from flowing.

1 DR. STAPP: That's nice.

2 MS. JAMES: Thank you.

3 MR. BERNAL: Well good morning  
4 everyone. My name is Jacob Bernal. I serve  
5 as the Executive Director of the Tucson Indian  
6 Center. I'm actually an enrolled member of  
7 the Colorado River Indian Tribes, same as  
8 Craig Lewis. My tribal affiliation is  
9 Chemehuevi, or Nuwu. And I'm also part white,  
10 but I can't prove it. A BIA joke.

11 In 2001, as you get a little  
12 older, you have, our memories stray a little  
13 bit. But I distinctly recall when my wife  
14 called me, and talking to my son, was ten at  
15 the time, about the 9/11 incident.

16 Having to explain what was going  
17 on, and watching that horrible, horrible day  
18 over and over again. So that's what I recall  
19 kind of explaining to my son. And my wife and  
20 I talked to him about that situation. So,  
21 thank you.

22 MS. CAPERS: Thank you, Jacob.

1 And welcome.

2 MS. CAMPBELL: Would you like some  
3 water?

4 MS. CAPERS: Yes, thank you,  
5 Angie.

6 MS. CAMPBELL: I want to be part  
7 your process too. And I guess, anyone who is  
8 wondering. Actually the representatives here  
9 from the Lumbee Regional Development Corp. has  
10 been, additionally have agreed, and worked  
11 with the Department of Labor. And is our new  
12 TAT contractor.

13 So I wanted them to actually help  
14 with this process this week. And we've been  
15 meeting together. And they will serve as the  
16 8(a) contractor for the program, for the next  
17 two years. They agreed, at least.

18 And I'm Angie Campbell. If you  
19 knew what they had to go through, you'd clap  
20 louder. But in any event, I'm glad that  
21 they're here.

22 And I am a member, enrolled member

1 of the Narragansett Indian Tribe, Rhode  
2 Island. I'm the Division Chief, but in this  
3 capacity I'm serving as the Designated Federal  
4 Officer for the Council for the next couple of  
5 days.

6 In 2001 I specifically remember  
7 the 9/11, because I literally had been in the  
8 Government for a week. And a few years after  
9 that I, it was very interesting, I had a  
10 really good mentor. And I was actually put at  
11 the Bureau of Indian Affairs at the time.

12 And having been there just a  
13 couple of years, they actually asked that I  
14 stay with the Bureau. And in 2001 they  
15 allowed me to enter a leadership program.

16 And I've worked to lead teams ever  
17 since. And thank you all for coming. It's so  
18 great to see you all. So we can open that  
19 phone, after we do --

20 MS. CAPERS: Yes. I'll allow Ms.  
21 Robinson to introduce herself as well.

22 MS. HARRIS: Hello. I'll be here

1 today assisting Ms. Capers. I'm part of the  
2 PDT or Professional Develop Team, I'm sorry,  
3 Professional Development and Training Team,  
4 with Human Resources, Department of Labor.

5 What I remember about 2001 was the  
6 purchase of my first home, as well as you,  
7 9/11 and all the events around that, which was  
8 pretty scary down here. But on a brighter  
9 note, my first home.

10 MS. CAPERS: Welcome. Okay, we  
11 will keep it moving. You all have some red  
12 folders in front of you, along with your blue  
13 folders that you'll be using throughout your  
14 Council meeting. But the red folders are for  
15 our strategic planning session today.

16 On your left side you'll see a  
17 agenda. And kind of where we're working  
18 through it. We started out with our prayer,  
19 did our welcome. In a few minutes well get  
20 started with our strategic plan. Excuse me,  
21 I haven't ate anything yet this morning.

22 And that will be a envelope

1 activity, which we'll explain more when we get  
2 started with the activity. We'll do a short  
3 break after that.

4 And when we come back we'll  
5 actually do a team building activity that will  
6 have you kind of up and moving around and  
7 working closely together. That one's really  
8 fun. I think you'll, you know, you'll really  
9 enjoy that one.

10 You kind of get to see, you know,  
11 more people's personalities come out, their  
12 leadership qualities, different things like  
13 that. So that will be really engaging.

14 After that we'll do lunch for an  
15 hour. And if you're not familiar with the  
16 area, of course we are right across the street  
17 from Union Station. And there are several  
18 different places for you to choose from to  
19 have lunch.

20 They have a food court, a couple  
21 of restaurants. So feel free to go over. Or  
22 there's a cafeteria right in here, which some

1 of you have already visited. It's right on  
2 the first floor when you're first coming in.  
3 So you can stay in the building as well if you  
4 choose to.

5 And, if you haven't figured it out  
6 yet, the rest rooms are, go to the end of the  
7 hall, make a right, and then you'll have to  
8 make a quick left. You'll see signs that say  
9 rest rooms. And I'm sure you'll be able to  
10 figure it out from there.

11 When we come back from lunch we'll  
12 do a debrief on our strategic planning  
13 session, kind of wrap that up. Give some  
14 highlights of what you all discussed. And  
15 then we'll have some closing remarks. And  
16 then that will close out our strategic  
17 planning session for today.

18 Any questions on the agenda?  
19 Okay. If you go to the next page, right  
20 behind the agenda, you will see a sheet that  
21 starts off with ground rules.

22 And these type of things usually

1 go without saying. But we always like to  
2 include them when we're facilitating sessions  
3 such as this. Of course we want to make sure  
4 our cell phones are muted. If you need to  
5 take a call, excuse yourself. All that kind  
6 of good stuff.

7 Be respectful to others, comments.  
8 Everybody's comments and opinions, and what  
9 they have to contribute to the session today  
10 are important. So we want to make sure that  
11 we're respectful to others.

12 Unduplicate comments during  
13 debrief. We'll explain more of what that  
14 means as we go through that process. You'll  
15 see that, you know, a lot of you are probably  
16 thinking along the same lines.

17 So when we come up with different  
18 ideas and topics, we want to make sure that we  
19 kind of just cross those out as we go along.  
20 So that we're not saying the same things over  
21 and over again. But again, we'll reiterate as  
22 we get into the activity.

1                   And of course, we're going to be  
2 mindful of time, as much as we possibly can.  
3 You know, these sessions, we get really  
4 involved and engaged. And, you know, we can't  
5 help but carried away.

6                   Because we get so excited about  
7 talking about the topics that we're going to  
8 be talking about. But that's why me and  
9 Yolanda are here, to try to keep us on point  
10 as much as possible, okay.

11                   So please don't be offended if we  
12 have to kind of pull you in, direct things up  
13 to move on to the next point. We just want to  
14 make sure that you cover everything that you  
15 want to get covered today.

16                   The session objectives, we just  
17 came up with a few of them for you, based on  
18 our working with Angie, and talking about what  
19 you wanted to get accomplished today.

20                   We want to identify some  
21 actionable items to improve Council programs.  
22 We want to gain a better understanding of the

1 Council mission. And want to identify some  
2 new and available resources and opportunities  
3 that you can utilize for the Council.

4 The values envelopes activity,  
5 again we'll explain this in just a few  
6 minutes, because we're getting ready to get  
7 into the activity. But this is for your  
8 reference if you want to refer back and just  
9 kind of read over it.

10 The next page on that same left  
11 side is a section evaluation. And that is for  
12 Yolanda and myself, our Professional  
13 Development and Training Team, for our  
14 benefit. So you that you can let us know how  
15 good or bad we did today.

16 And we appreciate all feedback to  
17 take back to the office for us. Because, you  
18 know, we welcome constructive criticism as  
19 well. And who was it that I heard? This was  
20 my professor for a class I just started last  
21 week.

22 She made a very good point. That

1 she doesn't call it feedback, she calls it  
2 feed forward. And I like that concept.  
3 Because it's feedback, it's basically comments  
4 for you to move forward and do better, and to  
5 improve on. So we welcome all feedback, all  
6 comments, okay.

7 Now to the right side in your  
8 folder. And we may not be able to go over  
9 everything, but okay. The first page is  
10 basically describes your envelope exercise  
11 topics. This was some pre-work that went out.

12 All of you may not have had a  
13 chance to actually do anything with it, which  
14 is fine. We really wanted to just kind of put  
15 it in their minds what you were going to be  
16 doing today.

17 Get you thinking along, you know,  
18 that train of thought. So that when you got  
19 here it wouldn't be such a surprise of what  
20 the topics were going to be, and what we were  
21 expecting to get out of it.

22 So you have your first one, which

1 is the mission statement. And there is a  
2 mission statement exercise, which is the next  
3 page. And then there's a program, your 2012  
4 projects that you'll be discussing. And then  
5 also you'll be discussing your Council.

6 And you'll see a couple of points  
7 under each one. And those are the things  
8 you're going to be talking about in your  
9 groups when we break out.

10 The next page behind that is the  
11 right revised mission statement. That is the  
12 mission statement exercise. And again, you  
13 can hold on to this. Because you probably  
14 won't leave here today with a full mission  
15 statement established.

16 But we want to be able to identify  
17 the components that make up that mission  
18 statement. So this is an exercise that you  
19 can definitely hold on to, if you need to go  
20 through it again as a group, until you get to  
21 that concrete mission statement that everybody  
22 agrees with. You can make use of this

1 particular exercise at any time.

2 And the last page there, which we  
3 will probably have you do, but we want to stay  
4 on schedule. So we may not do the breakout  
5 and have everybody commenting. But it's a ice  
6 breaker worksheet that talks about control or  
7 no control.

8 And this is where you can think  
9 about a couple of changes or situations that  
10 you've experienced here on the Council in your  
11 current positions, or just in life, period.  
12 And what control you had over those  
13 situations, what influence you had, or if you  
14 had no control at all.

15 Because today we're going to be  
16 talking about changes that you are  
17 experiencing as a Council. And how to deal  
18 with those changes. And how to basically, you  
19 know, utilize them for the good.

20 So this particular exercise was to  
21 put you in that state of mind of change, okay.  
22 So before we go any further, are there any

1 questions on anything in the folders that you  
2 want us to explain a little bit more? Or are  
3 we ready to move forward? Okay.

4 So let's just for a couple of  
5 minutes, let's say for about five minutes.  
6 Again, we won't have you kind of report out on  
7 them. But again, it will get you thinking in  
8 the frame of mind of change. Just think of  
9 one situation.

10 Again, it could have been here in  
11 the Council, in your positions, over the  
12 years, in life. Think about one situation,  
13 one change that happened. And think about  
14 what control you had over that.

15 If you didn't have any control,  
16 maybe you had some influence over that. Or  
17 maybe you had neither one, you had no control  
18 at all.

19 And since we've been doing, using  
20 this particular exercise, I like to even use  
21 it, especially in personal matters as well.  
22 Because it kind of helps me get through

1 things. Because it allows you to say, hey I  
2 don't have any control over this situation, so  
3 I'm not going to stress about it.

4 It's going to be what it's going  
5 to be. Maybe I do have some influence. So  
6 let me do what I can. And try to offer my  
7 help, my assistance, give some resources, give  
8 some information to help guide this change.

9 Or maybe I was in total control of  
10 it, over it. And I can lay down the law and  
11 say, look it's going to be this way. And of  
12 course, with our children you can definitely  
13 do that. Like, why do you have to do that?  
14 Because I said so. I'm in control, okay. No  
15 questions.

16 So let's just take a few minutes.  
17 Jot a couple of things down. And then we will  
18 move forward with our strategic planning  
19 session.

20 (Whereupon, the meeting in the  
21 above-entitled matter went off the record at  
22 9:45 a.m. and back on the record at 9:51 a.m.)

1 MS. CAPERS: Are we ready to get  
2 started? I can see some thought of some  
3 things, and some might have drew a blank. And  
4 that's fine.

5 Again, this type of exercise is  
6 something that you can use. And, you know,  
7 you can make use of these materials yourselves  
8 when you get back to your offices, you know,  
9 conducting meetings of your own. You can make  
10 use of these type of things.

11 They usually work good as ice  
12 breakers, you know, getting started with your  
13 session. So please feel free to duplicate and  
14 utilize them. Because we have done the same.  
15 We didn't make everything up. Although some  
16 things we did. So please, fell free.

17 So let's go ahead and get started  
18 with our strategic planning session. And here  
19 we're going to be doing an activity that we  
20 call values envelopes.

21 And if you look at that ground  
22 rules page, we'll go back to that one where

1       it's giving you some description of what this  
2       activity is about.  It's a planning session  
3       method used to identify necessary action items  
4       for specific topics.

5               There will be three envelopes  
6       labeled with each topic below, as we  
7       discussed, your mission statement, your 2012  
8       projects, and new Council.  And the envelopes  
9       are going to rotate through the groups.

10              So we're going to have three  
11       groups of about five.  So you will break out  
12       into different parts of the room.  And we're  
13       going to rotate each envelope through each  
14       group.  So each round will be about 15  
15       minutes.

16              And once you get the envelope it's  
17       safe to start.  When you get the envelope for  
18       the mission statement, you as a group will  
19       discuss the three components that make up your  
20       mission statement.

21              So you'll want to jot down, there  
22       are index cards in the envelopes.  Where is

1 mine? It should be -- Okay. So when you get  
2 this one, you'll want to talk about the  
3 different components that are going to make up  
4 your mission statement. And you can refer  
5 back to this sheet here.

6 So you'll want to talk about what  
7 services do you provide as a Council? Who are  
8 your customers? And what is your function?  
9 So you're just going to be jotting those  
10 things down. You don't really have to come up  
11 with a total mission statement right there in  
12 those 15 minutes within that group.

13 MS. CAMPBELL: Also, I provided a  
14 copy of the current mission statement for this  
15 Council. And so you could use that and see  
16 whether or not you want to revise it, or what  
17 have you. But the current mission statement  
18 I provided.

19 MS. CAPERS: Okay.

20 MR. WALDRON: That's in the blue  
21 binder, blue folder?

22 MS. CAMPBELL: No. It's right in

1 front of you, here.

2 MR. WALDRON: Oh, so I have --  
3 Oh, this one.

4 MS. CAPERS: And again, like Angie  
5 said, if you want to refer to --

6 MS. CAMPBELL: That's the vision  
7 statement. But that's what we have.

8 MS. CAPERS: You can refer to that  
9 vision statement. And if you'd like to just  
10 start out by just identifying the components  
11 that you see within the current statement.

12 And like Angie said, see if that  
13 needs revising, if you agree, what have you.  
14 We'll discuss that in your groups, okay. And  
15 you'll get that down on -- If you can't, we  
16 got a couple of index cards in here. So if  
17 you can't get it on one, feel free to use more  
18 than one, okay.

19 Then after 15 minutes, we will  
20 call time, and it will be round two. Then we  
21 will circulate the envelopes. The next group  
22 will get the mission statement. And then the

1 next group will get 2012 projects.

2 And within this envelope on the  
3 index cards as a group, you're going to  
4 discuss what are your program year 2012  
5 projects. You can list new or current  
6 projects for the next year, to suggest to the  
7 group.

8 And you'll also want to talk about  
9 how you're going to implement those projects.  
10 List some action items for implementation to  
11 suggest to the group, okay. And you'll jot  
12 that down on the index cards here.

13 Then we will call time. And the  
14 envelopes will rotate again. So they'll keep  
15 moving around the group, so that everybody  
16 basically will have an opportunity to discuss  
17 each topic.

18 So then the next envelope will  
19 come to the table. And this will be the new  
20 Council envelope. So as a group you'll be  
21 discussing what new resources, opportunities  
22 or ideas does the Council bring to DOL, or to

1 your communities who you service. And also,  
2 how do you best utilize them to improve  
3 Council efforts.

4 So again, these are the things  
5 that you're going to be discussing as a group.  
6 Refer to your exercise topics if you forget  
7 exactly what it is that you should be  
8 discussing, okay.

9 And after that last envelope has  
10 made its way around all the groups, we'll call  
11 time again. And then the envelopes will  
12 rotate.

13 So what will end up happening is  
14 you'll probably get the same envelope that you  
15 started out with, which is fine. But now this  
16 envelope will have everyone's comments on it,  
17 okay.

18 So say you're Group 1, Kim, and  
19 the mission statement envelope comes back to  
20 your group, okay. This is the last round. As  
21 a group you're going to review all the  
22 comments on the index cards, okay.

1                   And you're going to pull out some  
2 highlights on them. Maybe the top three to  
3 five, no more than five. So for mission  
4 statement you may pull out a top three to five  
5 as far as what was listed for services for  
6 your products, or your function, or your  
7 customers, however its listed, okay. And you  
8 will use a flip chart to basically list those  
9 items, okay. Does that make sense? Yes,  
10 Jacob?

11                   MR. BERNAL: Looking forward to  
12 team building exercise. A suggestion about  
13 how flexible you are. It appears there will  
14 be ten of us.

15                   And if we break into three groups  
16 of three per group, I think something may be  
17 lost when we break into individual groups.  
18 Would it be okay to do the three main topics  
19 collectively?

20                   MS. CAPERS: Well I thought we  
21 were all -- Everyone's not participating?

22                   MS. CAMPBELL: Yes, we want to

1 participate too, so even the -- Because we're  
2 not in the official capacity as a Council. So  
3 you can't include, for example, the  
4 contractors. I'll participate as well. Craig  
5 will participate, and Mike.

6 MS. CAPERS: Does that make sense  
7 to you, Jacob? Is that okay?

8 MR. BERNAL: It was just a  
9 suggestion is all.

10 MS. CAPERS: Okay. Because we  
11 were under the understanding that everyone is  
12 going to participate. That's why we were  
13 saying three groups of five. Because there's  
14 about 15 people total.

15 And then especially when we break  
16 and come back, and do the team building  
17 activity that will have everybody up and  
18 moving around.

19 That one it really doesn't matter  
20 if you're Council or if you're non Council.  
21 Everyone can participate in that as well.  
22 Okay.

1           So in that last round, when that  
2 envelope comes back to you with everyone's  
3 comments, okay, we're going to flip chart.  
4 You'll designate a group leader to basically  
5 flip chart some highlights from that envelope.

6           And that's where you'll be doing  
7 some unduplicating as well. Because again,  
8 you may see some of the same thoughts, okay.  
9 And of course you don't want to keep listing  
10 those over and over again. So you'll flip  
11 chart those highlights.

12           By that time it will probably be  
13 time for break, and we'll come back and do our  
14 team building activity. And we will not  
15 discuss those highlights from the group  
16 discussions until we come back from lunch,  
17 okay. Sounds like a plan.

18           MS. WHITMAN: When we broke for a  
19 little, you know, like for a few minutes to  
20 discuss something that has occurred on the  
21 Council, what were we supposed to follow up  
22 with that after?

1 MS. CAPERS: With the control, no  
2 control exercise? Are you talking about that?

3 MS. WHITMAN: Yes.

4 MS. CAPERS: We actually, because  
5 time didn't permit what we were going to do is  
6 basically kind of have a report out from that.  
7 But we wanted to stay in our schedule. So we  
8 really just wanted to kind of let you go  
9 through the exercise just a little bit.

10 MS. WHITMAN: I see.

11 MS. CAPERS: To get your mind in  
12 the frame of thought of change and dealing  
13 with change.

14 MS. WHITMAN: Okay.

15 MS. CAPERS: Because that's  
16 probably going to be something that maybe  
17 you'll have to discuss in your groups, as far  
18 as dealing with changes that you guys are  
19 experiencing. So that was the purpose of that  
20 exercise.

21 MS. WHITMAN: All right.

22 MS. CAPERS: Any other questions?

1 DR. STAPP: What are all the  
2 changes that we're working on?

3 MS. CAPERS: Well we were under  
4 the understanding that the things that you  
5 needed to discuss may be some of the changes  
6 that are going on in policy, what have you.  
7 We're not really sure.

8 MS. CAMPBELL: The changes, for  
9 example, when I thought about change, I  
10 thought about we had new Councilmen over the  
11 last at least four years. We've had new  
12 Council members come on board.

13 We also, if you look around, we  
14 don't have Council members who have served in  
15 the Department for several years. We went,  
16 when I came on board four years ago, we had 21  
17 Council members. We now have 16 Council  
18 members within our Charter.

19 The Charter used to allow another  
20 change, for example, allowed this  
21 organization, or the Council to, for example,  
22 keep its appointments until there were new

1 appointments. The current Charter says that  
2 when the Council member's terms expire, those  
3 terms expire.

4 So when I talked about change,  
5 that's what I was talking about, is looking at  
6 the changes, even just in the dynamics of  
7 issues. Also when I came on board, there were  
8 no tribal leaders. Or, I think, maybe one  
9 literal, officially --

10 When I say Tribal leaders, members  
11 from the Council person. There were none on  
12 the Board. So those are the kind of changes  
13 that I had thought about when I think about  
14 change.

15 Also too, a big change that's  
16 going to occur, whether or not, no matter who  
17 is elected, is that we will have a new  
18 administration next year.

19 And that is a change you all have  
20 experienced the change. And so I really, when  
21 I say change that's what I was talking about.  
22 Not so much in policy.

1 DR. STAPP: So we can request them  
2 not to have any lessons at all?

3 MS. CAMPBELL: Well, you know, you  
4 can. I can't recommend it either. Do you  
5 know what another neat change is, is that when  
6 I came on board I inherited the current  
7 administration. And when I also came on board  
8 --

9 This would be my last point. Is I  
10 do remember my first meeting with the Council.  
11 And a lot of the barriers that the Council  
12 experienced when I first came on board. A  
13 significant change that I've seen is that now  
14 the Council voice is at least heard.

15 And you asked for two deliverables  
16 on this administration, both of which came to  
17 pass. Both of which came to pass. And so  
18 when I say change that's what I'm thinking  
19 about.

20 Where we were, you know, where you  
21 all were. Where we've gone since I've been  
22 here. But more importantly, hopefully where

1 we would go in the near future.

2 MS. WHITMAN: And one of the major  
3 changes that the Council has facilitated by  
4 holding the Department to following the law,  
5 is that they've taken away the Division of  
6 Indian and Native American Programs.

7 And the Council just kept  
8 reiterating, just follow the law. And so now  
9 the Division is back. And the Chief's  
10 position is back.

11 MS. RICHARDSON: And also, we have  
12 our young types that have come aboard.  
13 They're going to be trained to take this  
14 Council into the future, which I'm really  
15 pleased to have. They bring us fresh ideas.

16 MS. CAMPBELL: Yes. There won't  
17 be any policy changes without, you know,  
18 formal consultation, not only with this  
19 Council, but especially if there's major  
20 changes in policy and law that will require  
21 tribal consultation as well. So there won't  
22 be no change in policy or law without formal

1 consultation.

2 MR. LEWIS: I want to add too, one  
3 of the changes that came from the Council and  
4 the community was the implementation of an  
5 education measure, which the Secretary  
6 approved, which we've got to hammer out at  
7 some point.

8 That's a major change. A shift  
9 from the common measures that the Council --  
10 Again, that was a second victory from the  
11 voices being heard, and how you can effect  
12 change.

13 DR. STAPP: These changes have  
14 already taken place. I thought you were  
15 talking about new changes. What's the new  
16 stuff.

17 MS. CAMPBELL: Well I'm hoping  
18 that we can identify some change that we would  
19 envision, you know. Really it's just a  
20 process. It's not like you participated in  
21 these changes.

22 But there are changes that you all

1       could foresee and shoot at, that can assist  
2       our office. Or even the Council. Do you have  
3       some ideas that would help facilitate or  
4       change the process.

5                   MS. CAPERS: And there may be some  
6       projects that may come out of these changes  
7       that you all have just mentioned. And that  
8       will be something that you will talk about  
9       when you get to that envelope for, you know,  
10      2012 projects.

11                   You know, changes may have already  
12      happened, but there may be some new things  
13      that you need to do to continue with these  
14      changes. So kind of thinking along those  
15      lines.

16                   That make sense? Okay. So we  
17      need to break up into our groups. So, Angie,  
18      you want, should we just count off? Or should  
19      we --

20                   MS. CAMPBELL: Yes, count off.

21                   MS. CAPERS: Okay. So we'll do a  
22      count off.

1 (Off the record comments)

2 MS. CAPERS: Okay. We can break  
3 out accordingly. We're having Group 1 here,  
4 Group 2 down here, and Group 3 over here.

5 (Whereupon, the meeting in the  
6 above-entitled matter went off the record at  
7 10:05 a.m. and back on the record at 12:53  
8 p.m.)

9 MS. CAPERS: Well we will get  
10 started. We want to pick up where we left off  
11 this morning with our strategic planning. We  
12 want to do a debrief. And that's why we still  
13 have you in your groups.

14 So we'd like you to, whoever your  
15 group leader is -- Or if you want to  
16 designate a new group leader. Because some  
17 people don't have a problem flip charting.  
18 But they might not feel as comfortable  
19 presenting. So we'll leave that up to you.

20 But we'd like you to, whichever of  
21 the envelopes that your group ended with, we'd  
22 like you to report out on that topic, giving

1 us your top three or your top five highlights  
2 that you pulled from that.

3 And that will allow some open  
4 discussion, so that we can get some feedback  
5 from the other groups as well on that  
6 particular topic. Now we will -- Is that  
7 feedback coming from me up here?

8 MR. LEWIS: That happened when we  
9 put on this conference thing.

10 MS. CAPERS: Oh.

11 DR. STAPP: Maybe bend it back to  
12 you.

13 MS. CAPERS: Bend it back this  
14 way? Okay.

15 MR. WALDRON: Do not trip on the  
16 bended microphone.

17 MS. CAPERS: Oh, my God. He's  
18 really keeping this exciting for you guys,  
19 huh? So you made me lose my train of thought.  
20 Where was I going? Okay.

21 What I was going to say is, well  
22 the flip charts, all the comments and the

1 feedback that you have recorded on the flip  
2 cards, flip charts, and on the index cards as  
3 well, are for you to keep. Angie may want to  
4 keep them as well.

5 So that you can basically continue  
6 what you've got started with today. You'll  
7 need to probably refer back to some of that  
8 feedback. Maybe summarize it, or however you  
9 need to do it.

10 So that you can come up with,  
11 again, concrete mission statement, action  
12 items, those type of things for you to move  
13 forward, okay. Are there any questions before  
14 we get started? Are there any group  
15 volunteers for who wants to report out first?

16 MR. LEWIS: We will.

17 MS. CAPERS: Okay, Group 1 has  
18 volunteered. Let us know what envelope, what  
19 your topic is. And then give us your  
20 highlights.

21 MR. LEWIS: We have the mission  
22 statement. And they selected me. But you

1 guys can chime in if I miss something. We  
2 looked at what was provided in the folders for  
3 the vision.

4 And basically there is -- We kind  
5 of determined that there is two different  
6 things. There is the vision, and then there's  
7 a mission. So the vision, I don't think we  
8 had a problem with as it is.

9 It states, you know, nothing  
10 really changes with the vision. We're still  
11 here for the economic, you know, self  
12 sufficiency of our communities. And I guess  
13 it's just what the mission is. How do we keep  
14 that going? So basically --

15 (Off microphone comments)

16 MR. LEWIS: Okay. So three of the  
17 overlying areas, I guess, respect sovereignty,  
18 maintain the advisory capacity of the Council  
19 through the Secretary, and accountability is,  
20 you know, is to have a response from the  
21 Department, from the Secretary, for the  
22 recommendations that the Council brings.

1                   Because we can, I guess, basically  
2                   recommend and provide advice, and whatnot.  
3                   But what happens with that? Where does it go  
4                   once the Secretary's response and whether it's  
5                   approved.

6                   But I think probably want the  
7                   accountability part of responsiveness to  
8                   recommendations that come from the Council.  
9                   So provide the Secretary with advice  
10                  representing the Tribal 166 grantee community  
11                  to develop policies and guide through  
12                  implementation within the framework of the  
13                  vision that is set forth in that document.  
14                  Okay.

15                  But a big and was just like what  
16                  we said. And the accountability parts, the  
17                  big part. To monitor the efficiency and  
18                  effectiveness of policy changes, and a  
19                  response by the Secretary to what the Council  
20                  is recommending. Clear?

21                  MS. CAPERS: Would you say that's  
22                  more, would you say that falls in line with

1 maybe the function, or the service that you  
2 provide? And looking at it by components of  
3 building that mission statement?

4 MS. CARROLL: We looked at the  
5 vision as being the philosophy. And the  
6 mission statement as being the action. What  
7 is heavily the feel of this vision. And  
8 that's how we approached the mission  
9 statement.

10 MS. CAPERS: I was asking, for  
11 this piece right here, when you look at the  
12 mission statement and breaking it down in  
13 components, as far as the service you provide,  
14 who's your customers, and then your function.  
15 Would this be more of the function part of the  
16 mission statement, would you say?

17 MS. JAMES: Yes.

18 MS. CAPERS: Okay.

19 MS. JAMES: Because the service is  
20 they need advice.

21 MS. CAPERS: Okay.

22 MS. CAMPBELL: What about

1 function? What did you say about function?

2 MS. CAPERS: They were saying that  
3 this would be considered the function. And  
4 what were you saying with, Jessica, right, as  
5 far as the service, was the advisory. And I  
6 think maybe on the page before that it spoke  
7 to the advisory piece. So that would be your  
8 service component.

9 MR. LEWIS: Right.

10 MS. CAPERS: And I'm thinking you  
11 can probably agree on who your customers are,  
12 right?

13 MS. CAMPBELL: What does it say?

14 MR. LEWIS: Section 1.6.

15 MS. CAMPBELL: And I'd like to add  
16 enforcement and such.

17 MR. LEWIS: We just talked about  
18 that, brought that up. And we wanted to be  
19 specific to 166. Because they also give 166  
20 grants. But they, it's -- Kim, am I right?

21 MS. CARROLL: Yes.

22 MR. LEWIS: And 477.

1 MS. CARROLL: 477 is just the  
2 vehicle. It's still 166.

3 MS. CAMPBELL: Sounds good.

4 MR. LEWIS: Funding, yes.

5 MS. CARROLL: We're still part of  
6 you guys.

7 MR. LOCKLEAR: But I think we need  
8 to take the word travel out, because you all  
9 took out urbans.

10 MR. LEWIS: So it's in Section  
11 166, grantee community?

12 MS. CAPERS: Any other comments  
13 from any of the other groups as it relates to  
14 your mission statement?

15 MR. RICHARDSON: Well just to add  
16 to that. Instead of just saying 166, why  
17 don't we say Indian and Native American  
18 grantee community?

19 MR. WALDRON: That's what's in the  
20 law.

21 MR. RICHARDSON: Yes. That's  
22 what's in the law. And then refer to

1 Tribal/Grantee community.

2 MS. CAPERS: This is your mission  
3 statement. So, you know, please get feedback.  
4 If anyone gives a comment, you know, let them  
5 know if you agree or disagree, so that you can  
6 come to a consensus.

7 MR. LEWIS: We looked at some of  
8 these, we looked at the other comments that  
9 came from the other groups on the mission  
10 statement.

11 MR. WALDRON: You weren't supposed  
12 to do that. They said you can't look at --

13 MS. CAPERS: The last round is to  
14 --

15 MR. LEWIS: At the end, okay. And  
16 basically what some of the other groups were  
17 thinking, they just kind of outlined or  
18 underlined some of the stuff in the vision.

19 So basically they were like us,  
20 they supported the vision as it is. And we  
21 just kind of expounded upon it a little more,  
22 I guess the function part. So we did

1 incorporate everybody else's feedback.

2 MS. CAPERS: Right. Now did you  
3 unduplicate as you went along?

4 MR. LEWIS: Yes.

5 MS. CAPERS: Well if there are no  
6 other comments, we can move on to the next  
7 group.

8 MS. CAMPBELL: I think that maybe  
9 if you want to use the Council. Because a lot  
10 of what was said there supports this larger  
11 mission. So whatever we've captured truly in  
12 the --

13 MS. CAPERS: Okay.

14 MS. CAMPBELL: This one is truly  
15 captured in the larger mission, which it  
16 should. That's good.

17 MS. CAPERS: Angie, why don't you  
18 use the mic.

19 MR. WALDRON: I think you need to  
20 talk to the microphone so they can hear you.

21 MS. CARROLL: Lorenda's on the  
22 line.

1 MS. RICHARDSON: Does everybody  
2 want to say hello?

3 MS. CARROLL: Give it to Anne.

4 MS. SANCHEZ: Hello.

5 MS. CAMPBELL: Say hello, Lorenda.

6 MS. SANCHEZ: Hello.

7 MS. CAMPBELL: One more time.

8 MS. SANCHEZ: Hello everybody.

9 MR. WALDRON: Much better.

10 MS. CAMPBELL: And we're going  
11 over -- We just got finished with the mission  
12 statement. And now we're looking at what was  
13 put in as the new Council.

14 And the three areas that  
15 transcended all of the different components  
16 were pretty consistent with what our vision  
17 and mission should be. And that is first and  
18 foremost, is that there be transparency and  
19 accountability.

20 But more importantly that there's  
21 some resolution and feedback. Not that kind  
22 of feedback. You know, from the Council not

1 only to the community but being, when we  
2 talked about feedback, we talked about from  
3 the Department as well.

4 And that's what you all had said.  
5 I actually added to that, that as a Council  
6 we're responsible for not just following up  
7 with the resolution, but really to get back to  
8 the community what we decided on.

9 And that the responses should be  
10 provided in a timely manner. Whether it be,  
11 you decide whether it's in a month, you  
12 provide it back quarterly. There should be a  
13 mechanism where we provide feedback to the  
14 community.

15 And there should also be -- And I  
16 can take responsibility for that. Is that  
17 there should be a timely response from the  
18 Department as well. So you can get this  
19 information back out to the community.

20 In addition to that, there should  
21 also be a written response on the public  
22 comment. Tomorrow afternoon and every meeting

1 we have the public content.

2 And I'm not certain, and I'll  
3 certainly take responsibility for this one.  
4 When the comments come in there is no formal  
5 mechanism where we get feedback --

6 (Audio Feedback)

7 MS. CAMPBELL: That we have to  
8 find a way to take those public comments.  
9 Because they're on public record. And provide  
10 a response.

11 And what avenue do we take? And  
12 that's going to be part of the next session  
13 is, how can we do this? How can we take the  
14 comments of the individuals who travel in here  
15 from Florida, or wherever they come from? How  
16 do we get their comments, and give them some  
17 feedback, written feedback?

18 So that was another concern. But  
19 also too, this is consistent with one of the,  
20 the third item that we thought was important.  
21 It was actually captured throughout. Is that  
22 within a new Council we should take advantage

1 and appreciate the new skills that are being  
2 brought forward.

3 For example, the use of  
4 technology. And I said, the use of technology  
5 is really key. Because one, it really  
6 provides a cost savings to the Government. We  
7 all just experienced the cancellation of the  
8 Midwest Eastern Regional Conference.

9 There is a call for us to learn  
10 how to do business differently. So we do as  
11 a community. And I understand, and I really  
12 respect some of the barriers that we may have,  
13 especially in the rural areas.

14 But nonetheless, we are tasked to  
15 identify, one, to really make use of the new  
16 skills that we have, and the ideas that our  
17 new members bring forward. And really  
18 brainstorm and think of some ways that we can  
19 use technology more efficient.

20 So those are the three. But I  
21 think at the highlight of it, where we can at  
22 least really kind of focus is the

1 transparency, have some accountability, we say  
2 resolution. What does that mean? And then  
3 provide the feedback. And that's what came up  
4 with ours. Any questions?

5 MS. CAPERS: Anybody want to add a  
6 comment on what was presented?

7 MR. WALDRON: I just would add a  
8 little bit to the public comment. There was  
9 some frustration with Council members that  
10 have been here that, you know, the folks come  
11 in. And it's a couple of hours long.

12 And there's a lot of statements.  
13 Some of them are very strong. Some are  
14 accurate. Some are inaccurate. Sometimes  
15 when they leave it has set an emotion in the  
16 room. And there's never any response back to  
17 them and response to us, that we know of.

18 So that was brought up. And I  
19 think it was, it has come up several times.  
20 I think in the past couple of years, you know,  
21 for us to do something with it. Because  
22 sometimes they beat us up pretty good. And we

1 just can't say anything. So we're looking --

2 DR. STAPP: Why is it that we  
3 can't say anything?

4 MR. WALDRON: I don't know. I  
5 think it's got something with FACA rules. You  
6 can't speak back to the public comment.

7 MS. CAMPBELL: Not during public  
8 comment. But that doesn't prohibit us from  
9 giving a written response, correct? As the  
10 Designated Federal Officer we are to receive  
11 the comments. But there's nothing in the law  
12 that prohibits us from coming back in a  
13 written format.

14 DR. STAPP: Can that also be  
15 explained to them that they're meeting in  
16 public comment? so they're not sitting there  
17 thinking, well why don't you answer me?  
18 Because a lot of them go away thinking it fell  
19 on deaf ears. So we need to explain what you  
20 just said.

21 MS. CAMPBELL: Okay. Absolutely.

22 DR. STAPP: And I think that will

1 give them a better understanding of, that your  
2 Council is listening to them. And let them  
3 know that, whatever, within a month every one  
4 of their questions will be answered. And  
5 maybe us as a Council, we can formulate those  
6 answers the next day if we have time.

7 MS. CAMPBELL: We can implement  
8 that as a strategy as soon as tomorrow. Then  
9 if they come for public comment we can make  
10 them aware. But that's an easy fix. And  
11 that's just a common courtesy. That's easy.

12 MR. WALDRON: And I think you come  
13 up with a quarterly or biannual, or annual  
14 report to be implemented out to the community.

15 MS. CAMPBELL: Quarterly.

16 MR. WALDRON: Quarterly, it was  
17 quarterly, then it was done quarterly.

18 DR. STAPP: So that quarterly one,  
19 that would include all of our, covers all our  
20 responses on the feedback that we're talking  
21 about. And that would get it to them in a  
22 timely manner. Because we're not getting

1 anything done.

2 MS. CAMPBELL: But also too, I'm  
3 really going to stretch it further just for  
4 consideration, is that I would actually like  
5 us to go forward and put some of these ideas  
6 in, right.

7 You know, truly task it out to sub  
8 groups. And put it in writing. Formal, you  
9 know, policy that we would come together and  
10 say, okay as a Council every quarter we're  
11 going to give feedback, you know.

12 And this is the time line. And  
13 then ultimately with all of this I think it's  
14 consistent. And that's the least that we can  
15 do. It's an easy fix too.

16 MR. WALDRON: If it all stems from  
17 having resolutions at every Council meeting,  
18 with a time date on them for response back, in  
19 the policy itself.

20 MS. CAMPBELL: Yes.

21 MR. WALDRON: So it wouldn't be  
22 just laying out there in a timely manner, but

1 we would have an answer back in three months,  
2 or two months, or whatever.

3 So that everything could be  
4 followed up on and answered. I mean, during  
5 the last administration our resolutions got  
6 lost for eight years, literally.

7 DR. STAPP: So can we start with  
8 this meeting? As far as giving feedback to  
9 our constituents, the rest of the grantees?

10 MS. CAMPBELL: Yes.

11 DR. STAPP: Because one of the  
12 things that we should be able to give to them  
13 within a quarter is clarification on this  
14 education matter.

15 MS. CAMPBELL: Yes.

16 DR. STAPP: Because no one knows  
17 where it stands.

18 MS. CAMPBELL: Because we got to -  
19 - That was the whole part of the change that  
20 I was hoping that we would facilitate. Is  
21 that these are some concrete things. And I  
22 know that we can do them better. And when I

1 say we, we have to put a light on this.

2 MR. RICHARDSON: That was what I  
3 was going to ask. Because, you know, when you  
4 make those kinds of statements we're talking  
5 about what the new Council, or the Council, is  
6 going to be responsible for doing, or has.  
7 And make it the new improved version.

8 So we make the commitment that  
9 we're going to provide a response, you know.  
10 What are the mechanics of providing that  
11 response? Is the administrative office of  
12 DINAP going to provide response to the grantee  
13 community?

14 Is DINAP going to be, you're going  
15 to be the person in between the Council that's  
16 pushing information up to the Secretary's  
17 office for back out and response back to the  
18 Council, back to the community? Because  
19 that's where a lot of stuff is getting lost.

20 MS. CAMPBELL: And I think that  
21 the logistics of it, I mean, is probably out  
22 of the scope of this exercise. But what I'm

1 hoping is that when we break off this  
2 afternoon the specifics, details is what we  
3 will be able to look at further.

4 And really develop more action  
5 items for this response. What would it look  
6 like? Is it, what is a quarter? Is it four  
7 months? Or is it three months? What's  
8 timely? I mean, so that will be better  
9 closer.

10 MS. WHITMAN: And then also along  
11 this line, as Ms. Capers had indicated about  
12 the feed forward. The additional item we had  
13 with our group is that the Council's annual  
14 reports --

15 MR. WALDRON: I don't think we can  
16 hear. Can you hear her, Lorenda?

17 MS. SANCHEZ: No.

18 MR. WALDRON: Okay. Hold on,  
19 we'll just give her the mic. Karaoke.

20 MS. WHITMAN: Also, as I was  
21 continuing, our contingents had told us this  
22 morning about not feedback, but feed forward.

1 But additional feed forward we had was also  
2 called the Council Annual Report. So, you  
3 know, and tied into it. Elk had talked about  
4 others.

5 (Off microphone comments)

6 MR. WALDRON: All I got on there  
7 was self stack table.

8 MR. LEWIS: Before we go on to the  
9 next group. One of the comments that came  
10 from our group here for the new Council is the  
11 new Council can pull that, come in, that they  
12 have some kind of orientation to FACA.

13 And kind of know the parameters of  
14 what they're supposed to be doing and --  
15 Instead of just coming in and hitting the  
16 ground running. And some folks too, just a  
17 refresher on what FACA is. And what guides  
18 the advisory committees.

19 MS. CARROLL: I think it healthy  
20 for all of us to have a refresher.

21 MS. WHITMAN: Yes. Everyone ought  
22 to go through it.

1 MR. LEWIS: So everybody's kind of  
2 on the same page. Maybe once a year, once  
3 every whatever. Every new Council. Maybe  
4 every new appointments.

5 MR. WALDRON: Well we get together  
6 twice. So we'd have to meet with them 50  
7 percent of our meetings, eh?

8 MR. LEWIS: FACA is the Federal  
9 Advisory Committee Act.

10 MS. CAPERS: Last topic, correct?

11 MR. RICHARDSON: We're Group 2.  
12 We had initially 2012 projects. The first  
13 things that we came up with was projects for  
14 upcoming. Is grantee level implementation of  
15 the education measure.

16 And it's already come up in the  
17 previous group. Also the GPRA standards  
18 suggest clear and concise logistical support  
19 for the Council and for grantee technical  
20 assistance. New software for case management.

21 And there was also a quote for  
22 Bear Tracks. Somebody put it in as Bear

1 Traps. A legislative agenda for the Council  
2 to do with education and advocacy. And the  
3 envelope came back around.

4 We saw that several of the other  
5 groups had also identified the full  
6 implementation of the education measure.  
7 Updated software, Bear Tracks, and to make it  
8 more user friendly, and get away from the Bear  
9 Traps perception.

10 An accountability system,  
11 including GPRA transparency, which we  
12 identified as well. Technical assistance and  
13 logistical support. And also part of the  
14 legislative advocacy to assure we have a white  
15 paper developed for re-authorization.

16 And I would probably take that a  
17 step further and include a transition team for  
18 the new administration coming in.

19 Suggestions, ideas, additions?

20 MS. CARROLL: The Our Story  
21 project.

22 MR. RICHARDSON: The Our Story

1 project.

2 MS. CARROLL: Because we brought  
3 that up in our --

4 MR. RICHARDSON: We did. It was,  
5 yes, that was part of this discussion too. We  
6 had that.

7 MS. WHITMAN: But that would mean  
8 -- We did bring it up in our group. But I  
9 think it became kind of at a standstill  
10 because of lack of funding. We facilitate all  
11 that was necessary.

12 MS. RICHARDSON: But it still  
13 needs to be on the agenda. Even though  
14 there's no funding for it, it still a mission  
15 that the Council discuss and make a decision  
16 on it.

17 MS. CAMPBELL: But also too, I  
18 mean, we don't have a specific idea. But last  
19 Thursday morning I did meet with the policy  
20 advisor to Secretary Solis. And she is  
21 interested in doing a study.

22 It doesn't mean that we're going

1 to get funding for the study. But she is  
2 specifically interested, as is the Secretary,  
3 about studying -- I talked to the staff about  
4 it as well, on this program.

5 One of the ideas that I did put  
6 forward for support was Our Story. That was  
7 one idea that also, looking at program  
8 performance, meaning that they would take a  
9 look at things in the data and make a  
10 comparison. But those are the two.

11 And there was one other idea, and  
12 I can't remember what it was. But I can't  
13 really elaborate on it yet. But the Our Story  
14 idea I did reiterate to the Secretary's office  
15 that it is something formally that Secretary  
16 Solis suggested.

17 The Council agrees, and we started  
18 to work on it. So it was number one. And we  
19 could highlight that even as a talking point  
20 for Thursday. Because I know that Jane is  
21 aware, and ultimately she's going to decide  
22 what projects to fund.

1 MS. RICHARDSON: Just in light of  
2 the discussion that we had on the previous  
3 subject that Angie was facilitating over  
4 there.

5 I know that we had talked about  
6 this at the Council some time ago, about the  
7 lack of the funding report that we used to  
8 get. The Friday reports that we used get.

9 MS. CARROLL: By Norm DeWeaver.

10 MS. RICHARDSON: By Norm DeWeaver.  
11 And it was a bulleting that came out every  
12 Friday.

13 MS. CARROLL: Very informative.

14 MS. RICHARDSON: And it was  
15 extremely informative. What a major  
16 management tool it was to bring teams. Of  
17 course he was a lobbyist. And so he told us  
18 what was happening on the Hill every week  
19 about our program. And things that were  
20 effective.

21 But even for this Council, when we  
22 have a meeting there's nothing posted in the

1 Federal Register that we're having it, and all  
2 of that. But our agendas and the outcomes of  
3 our discussion, nothing like that is posted on  
4 the web site. And it very easily could be.

5 MS. CAMPBELL: Well I'm going  
6 advocate to my staff moving into the Council  
7 a portion of this. However, when Mr. DeWeaver  
8 was part of the DINAP team, that team  
9 consisted of four supervisors. Four  
10 supervisors and how many staff? There was a  
11 Chief, four supervisors and how many staff?

12 MR. LEWIS: It used to be 20.

13 MS. CAMPBELL: It was 27  
14 individuals. You give me one supervisor and  
15 two, I could give you a Friday report. Right  
16 now I have to advocate for my staff. There's  
17 six of us know. There's six. No supervisors.  
18 So DINAP used to put in that. But that's why,  
19 we heard you.

20 MS. RICHARDSON: I understand that  
21 it's a completely different dynamic now. But  
22 somehow or another if we could at least get

1 out the information that comes out of these  
2 Council meetings to grantees. No, not every  
3 Friday.

4 But we have two meetings a year,  
5 basically. So we have two meetings a year,  
6 and I think twice a year we could, you know,  
7 do something, post it on, you know, maybe one  
8 page or the Council page, or whatever. Just  
9 so grantees know.

10 MS. CAMPBELL: Mr. Waldron was  
11 talking about maybe a webinar or something you  
12 could maybe log in to participate. That's  
13 another avenue, that's a use of technology.

14 MR. WALDRON: Yes. We were just  
15 talking about maybe -- Because we are  
16 constantly talking about getting some young  
17 people involved in this group.

18 That we actually can create a  
19 small subcommittee of young folks to the  
20 Council in an advisory capacity. And their  
21 role is to produce a Friday report.

22 And, you know, they're involved,

1 it gets them involved. They get educated.  
2 They're communicating with us, and they put  
3 out a Friday type report with our bulletins to  
4 everybody.

5 MS. CAMPBELL: Or a quarterly  
6 report --

7 MR. WALDRON: Or quarterly.

8 MS. CAMPBELL: -- might be more  
9 manageable.

10 MR. WALDRON: Or part of the  
11 initiative we had in the other one. Because  
12 there are a bunch of young ones out there now  
13 that are looking to get involved, you know.  
14 We can put that stuff together.

15 But that was very useful. And I  
16 think he did it part of was on his own in the  
17 end. His Community for Change outfit out of  
18 Alaska when he had left the Department.

19 (Off microphone comments)

20 MS. WHITMAN: Also just adding on  
21 to what Darrell has said. In our workgroups,  
22 and our previous workgroups, we would have not

1       only Council members but other grantees, you  
2       know, staff from the grantee community who  
3       also participated with their expertise.

4                   MS. CAMPBELL: I'm going to ask  
5       Lorenda if she has -- Lorenda?

6                   MS. SANCHEZ: Yes.

7                   MS. CAMPBELL: Do you want to make  
8       any comments? Do you have any feedback?  
9       We're going to, we'll queue you up. Anne's  
10      going to say something first. And then we'll  
11      come to you.

12                  MS. RICHARDSON: I just wanted to  
13      say, it's a new day, as we all know. And  
14      we're going to have to look at new ways of  
15      getting accomplished what we need to get  
16      accomplished, in spite of what's going on.

17                  MS. CAMPBELL: This is technology  
18      at its finest. Lorenda, did you want to add  
19      or have any comments? Lorenda?

20                  MS. SANCHEZ: I'm here. Well I  
21      want to commend the group on the work thus  
22      far. And I fully embrace and applaud the

1 points that have been presented.

2 And I think the concept of  
3 feedback to not only the Council, but to the  
4 grantee community is critical. And I believe,  
5 you know, we do have a lot of new social media  
6 and technology that we haven't fully explored  
7 and implemented as a means of our  
8 communications.

9 And although we've had access to  
10 the Community of Practice website, I believe  
11 we've got to have an alternative means of  
12 social media contact. Because I'm not quite  
13 clear on what can or cannot be posted on the  
14 Community of Practice website.

15 So you know, realizing that some  
16 of our positions, some of the information that  
17 may have been shared through the Friday  
18 reports -- I don't want to say would be  
19 filtered.

20 But I think we have to utilize as  
21 much social media as we can. And, you know,  
22 I look forward to the dialogue that we have on

1 using some of these social media.

2 MS. CAMPBELL: Thanks, Lorenda.

3 MS. CAPERS: Any last comments or  
4 questions on anything that's been discussed  
5 for the topics?

6 MS. CAMPBELL: Is anyone else on  
7 the phone?

8 MR. LEWIS: I've got a comment  
9 from our workgroup here, on these topics over  
10 here for projects. I guess these are users of  
11 the Bear Tracks. So they know what they're  
12 talking about. Is that maybe looking at --

13 Now that we're going to be  
14 implementing a education measure, and we're  
15 going to have to change the reporting  
16 mechanisms in Bear Tracks, is why not revisit  
17 Bear Tracks while we're at it? And look at  
18 what we can modify or change, while we're in  
19 there messing with it.

20 And also, one area is that maybe  
21 consider a virtual system, on line system,  
22 versus Bear Tracks, which is kind of a stand

1 alone. And I know it's a sensitive area,  
2 because, you know, you're talking about going  
3 on line.

4 And there's a lot of privacy  
5 concerns about sharing, you know, putting your  
6 participant's information on line. So it is  
7 kind of sensitive. But that's the era that we  
8 live in, when we talk about technology.

9 And it makes things easier  
10 reporting wise. So it's something to  
11 consider. That's something that we were  
12 talking about. Am I right?

13 MS. JAMES: Absolutely. Probably  
14 the management report.

15 MR. LEWIS: Again, we don't use  
16 Bear Tracks. We look at the report that you  
17 send us. But we don't get in there every day  
18 and put data in. So we don't know what's your  
19 experience. And, you know, a lot of people  
20 are thinking --

21 MR. WALDRON: We don't usually --

22 MR. LEWIS: -- modify it.

1 MR. WALDRON: Just do it.

2 MR. LEWIS: Something for the  
3 technology workgroup to consider. Yes.  
4 Because we've got to go in there anyway and  
5 change, add in some stuff for the education  
6 measure.

7 And in addition to that, and I  
8 don't know, it could be a project. Or  
9 something that we were talking about at DINAP  
10 is including a little more information on  
11 collecting the veterans and eligible spouses,  
12 which we don't do right now.

13 We collect veterans, because, yes,  
14 they are a veteran. But, you know, we have  
15 this priority of service for eligible spouses  
16 as well. But we don't track who's coming in  
17 as an eligible spouse.

18 But it could be something we might  
19 want to include in any changes to the next,  
20 you know, whatever system, Bear Tracks, or  
21 whatever it's going to be called, as a  
22 consideration.

1 MS. CAMPBELL: Because veterans  
2 are there. It's just across the board, it  
3 doesn't matter which administration comes in.  
4 They could be possibly in on either one of the  
5 conferences. Veterans, discussions about  
6 veterans, returning veterans, remain a  
7 priority with administrations.

8 And of course the community  
9 grantee program will -- The Department's  
10 getting audited. I'll share this with you.  
11 On veterans affairs. And it was because of  
12 the work that this community has done in  
13 veteran's priority services for this community  
14 is really what cut out the Department of  
15 Labor, transfer Veteran's services to Indian  
16 and Native Americans and their spouses.

17 MS. WHITMAN: We need to look at  
18 that in the overall report. And people were  
19 all for it.

20 MS. CAMPBELL: I put it in the  
21 White House report.

22 MR. LEWIS: So just based on what

1       our 166 community has done a question came out  
2       of Congress is, you know, what is the  
3       Department of Labor doing for Native American  
4       Veterans in Tribal lands?

5               And nobody could come up with  
6       anything.  DINAP's the one they're coming to.  
7       What are you guys doing?  So we got kind of  
8       save the day there.

9               But we're not being well involved  
10      to do everything, you know, to meet veteran's.  
11      There's always agencies.  There's more than  
12      one that can step up.  But thanks to you guys  
13      we've done a pretty good job.

14              MS. CAPERS:  Well that brings our  
15      strategic planning team building session to a  
16      close.  I think you guys really put forth your  
17      best efforts.

18              And I think you've got some good  
19      things out of your discussions that you'll be  
20      able to move forward with for the rest of your  
21      planning session.  At least we do hope that  
22      you did.

1                   And I hope you got a lot out of  
2 zoom activity there. I hope it was a much fun  
3 for you as well as purposeful as well. So  
4 before Yolanda and myself get out of your way,  
5 and let you really get down to more of the  
6 nuts and bolts of what you need to discuss  
7 today, we do have to collect a couple of the  
8 supplies.

9                   I mean, we apologize. But we have  
10 no money. So just a couple of the things that  
11 we got to kind of take back so we'll have them  
12 for the next group. And that's really just  
13 the dice really. And --

14                   MR. WALDRON: There's only one  
15 dice left.

16                   MS. CAPERS: And the little  
17 squeak, these things we can leave. Yes, we'll  
18 leave. Because you might need to, you know,  
19 I don't know.

20                   You might have to act out some  
21 small amount of aggression and start throwing  
22 things at each other, or something. But those

1 will be our gifts to you. We also have to  
2 take the portable flip chart.

3 So we're going to basically just  
4 post your summary of your envelopes. We'll  
5 post them on the walls for you. And then the  
6 other flip charts that are there, that you've  
7 written on, we'll leave those for you as well.

8 This one stays in the room,  
9 because it came with the room. So you'll be  
10 able to have that one to continue writing down  
11 your action items, and all of those things  
12 there.

13 I think we did have a small little  
14 competition going on, you know, with our  
15 little pixie sticks, or whatever you want to  
16 call them.

17 So what we'll do, I think the best  
18 way to do it is, you know, kind of like a --  
19 I don't know, what is it "American Idol"  
20 style, or something like that. We'll just do  
21 a round of applause. And the highest applause  
22 will be the winner.

1                   We're all winners, yes. But in  
2                   the spirit of friendly competition there will  
3                   be a bigger winner. So everybody looking,  
4                   right. Okay, first up, the maker of this,  
5                   would you like to describe --

6                   (Judging Pipe Cleaner Art)

7                   MS. CAMPBELL: Okay, everyone.  
8                   Let's say thank you to these fine women. And  
9                   we are on a break until about ten 'til . It's  
10                  a good time to just get re-situated.

11                  The Council members can come back  
12                  to the table. Because when we come back at  
13                  1:50 p.m. we'll enter the formal part of our  
14                  Council meeting, the second phase. And once  
15                  we take a break, use the restroom, and come  
16                  back.

17                  (Whereupon, the meeting in the  
18                  above-entitled matter was concluded at 1:38  
19                  p.m.)

20  
21  
22

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Date: 10-16-12

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