

UNITED STATES DEPARTMENT OF AGRICULTURE

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NATIONAL ADVISORY COMMITTEE ON MEAT AND POULTRY
INSPECTION

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TRAINING AND OUTREACH

SUBCOMMITTEE

TUESDAY

NOVEMBER 16, 2004

The Training and Outreach Subcommittee met in Salon A in the Hilton Old Town, 1767 King Street, Alexandria, Virginia, at 3:00 p.m., Michael Govro, Subcommittee Chair, presiding.

MEMBERS PRESENT:

MICHAEL GOVRO, Subcommittee Chair

GLADYS BAYSE, Subcommittee Member

DARIN DETWILER, Subcommittee Member

JILL HOLLINGSWORTH, Subcommittee Member

MARK SCHAD, Subcommittee Member

ALSO PRESENT:

ROBERT TYNAN

ELLYN BLUMBERG

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1 (3:00 p.m.)

2 CHAIMAN GOVRO: I'm the Chair here today
3 and I'm with the Oregon Department of Agriculture,
4 Food Safety Division, and where Oregon is a state
5 that has no state meat inspection programs, so I'm
6 providing that. I guess the outside perspective on
7 the, from the States.

8 MS. BAYSE: I'm Gladys Bayse, nomenclology
9 minor in biochemistry and toxicology and Mark
10 followed me through the environment community --

11 DR. HOLLINGSWORTH: Yes, yes.

12 MS. BAYSE: -- doing a little research.

13 MR. DETWILER: I'm Darin Detwiler and I am
14 a high school teacher --
15 (Laughter).

16 MR. DETWILER: -- and a community college
17 instructor, and I've been working with the USDA for
18 about a decade, and started off working with Dr.
19 Hollingsworth, wow, about 10 years ago.

20 MR. SHAD: Hello, I'm Mark Schad and I own
21 Schad Meats in Cincinnati, Ohio.

22 DR. HOLLINGSWORTH: Okay. I'm Jill

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1 Hollingsworth and I work for a trade association now,
2 in Washington, that represents the Supermarkets.

3 MS. BLUMBERG: Great.

4 DR. HOLLINGSWORTH: But prior to that I
5 worked at FSIS for 15 years.

6 MS. BLUMBERG: Fabulous.

7 DR. HOLLINGSWORTH: In a variety of
8 positions.

9 (Laughter).

10 MR. TYNAN: It was a fun 15 years you had.

11 DR. HOLLINGSWORTH: The best years of my
12 life.

13 (Laughter).

14 DR. HOLLINGSWORTH: I can say that now
15 looking back on them.

16 MR. TYNAN: Only to be exceeded by the most
17 recent 15.

18 DR. HOLLINGSWORTH: Yes.

19 (Laughter).

20 MR. TYNAN: I'm Robert Tynan, I think you
21 and I have met.

22 DR. HOLLINGSWORTH: Yes.

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1 (Laughter).

2 MS. BLUMBERG: You see I'm here so you'll
3 sign my timesheet, correct? Right?

4 MR. TYNAN: That's right, I will.

5 MS. BLUMBERG: Okay.

6 CHAIRMAN GOVRO: Well, I think what I'd
7 like to do - I see two questions, but really three
8 questions, because number two has two parts.

9 I would suggest we just take these and go
10 through them one at a time and do a little bit of
11 brainstorming on each one and ask Robert to write
12 down a few of our ideas. Good ideas, anyway.

13 Darin, did you have a comment?

14 MR. DETWILER: I have a hand out for
15 people, in terms of looking at what the FDA is doing
16 for Food Safety Education. Kind of along this lines
17 with the training part, constituents and consumers,
18 that I thought was appropriate to share, to see where
19 the people are doing.

20 CHAIRMAN GOVRO: Okay, so we'll, I think,
21 we'll go ahead and brainstorm some ideas --

22 MR. TYNAN: Absolutely.

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1 CHAIRMAN GOVRO: -- and then we'll break
2 into three groups and try to write up our thoughts on
3 each one. Then we'll give those to you.

4 MR. TYNAN: Okay.

5 CHAIRMAN GOVRO: And you can put them into
6 a document that we --

7 DR. HOLLINGSWORTH: Great.

8 CHAIRMAN GOVRO: -- will give to the
9 committee tomorrow.

10 MR. TYNAN: Sounds like a plan.

11 DR. HOLLINGSWORTH: Darin, is your thing
12 something you're going to pass out or --

13 MR. DETWILER: I can do that right now, and
14 --

15 DR. HOLLINGSWORTH: -- you have copies or
16 is it something we've all seen, maybe, before?

17 MR. DETWILER: I don't know. Here's two
18 for you, and --

19 DR. HOLLINGSWORTH: Twenty-two pages.
20 Something's different than we've ever seen before.

21 MR. DETWILER: -- two for you, and there's
22 one for you.

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1 MS. BLUMBERG: Thank you.

2 MR. DETWILER: Hold onto that.

3 MS. BLUMBERG: I'm a glutton for punishment.

4 MR. DETWILER: Why don't I just say really
5 quick that I think one of the things that Ms.
6 Cutshall brought up was the idea of, not necessarily
7 the isolated consumer but, for instance, training to
8 individuals that will continue that training and
9 effect more people. That idea of more bang for the
10 buck.

11 Summer before last I had an opportunity to take
12 part in a program put on by the Food and Drug
13 Administration and the National Science Teachers
14 Association. I was one of 25 teachers from around
15 the country that were brought to Washington, D.C. to
16 do an internship with the FDA and to spend a couple
17 of days in the University of Maryland to learn
18 specific labs dealing with food safety.

19 Now, I'm not saying that we have to - I'm not
20 saying that this is something to recreate or
21 whatever. But the idea that they saw fit to put out
22 a rationale and an explanation of exactly - on page

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1 four – to everyone, some statistics about food
2 barmilocus and the number of cases per year, the
3 number of deaths, even. To students, the idea of
4 what awareness should be brought about and –
5 basically a rationale for what the training they were
6 putting out was there.

7 Again, they put out this material. I did give
8 an entire box to Mr. Tynan. This is the original
9 that this was made from. I do want to point out that
10 it's almost ironic, and I think that some people see
11 the irony in this quicker than others, is that a good
12 portion – and this is the last two pages of the
13 packet – they've aligned to the National Science
14 Standards the trainings, at the high school level,
15 and the different labs that they've proposed here.

16 A good majority of them are hamburger, and
17 again, this is from the FDA.

18 (Laughter).

19 MR. DETWILER: So again, my – the reason I
20 brought this up is not necessarily to say let's
21 recreate this or let's do what they've done, but to
22 show the idea that as high up as the FDA and the

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1 National Science Teachers Association, there is
2 training out there at the secondary school – and this
3 is just the high school. There's also another
4 version of this for middle school. It's a different
5 color. This one's red, the other one's green. But
6 there are labs that could be done in the high school
7 and junior high school science class.

8 I guess my proposal is, if there was such a
9 thing as identified skill, and/or knowledge level,
10 that if high school graduates had this knowledge
11 level, then it would be easier as they were working
12 in the food industry or the – whether that be fast
13 food or in the food production industry, that these
14 trainings that are going on, it wouldn't be that kind
15 of initial shock for the first time, having heard of
16 these things.

17 I mean there are high school students that
18 graduate never having heard of *E. coli* and
19 *campylobacter*, and all these you know, *listeria* or of
20 HACCP or the idea of just the chain of command in
21 terms of the USDA and the FDA. These people go on to
22 take jobs and then become supervisors and now, all of

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1 a sudden, they're dealing in this new realm of
2 national, or of Federal regulations, and national
3 issues—worldwide issues in terms of food safety.

4 I think that this could be addressed in terms of
5 the idea of improving outreach to external groups,
6 and other ways in which FSIS can share information
7 some how.

8 CHAIRMAN GOVRO: Let's keep that in mind.
9 I think I need a bit of a clarification from you
10 folks to distinguish between question number one and
11 the first question in number two.

12 First question obviously asks about training
13 with our constituent groups and can you give me a
14 definition of what your - of your meaning of
15 constituent group is?

16 MR. TYNAN: A constituent groups would be,
17 perhaps in our case, any of the external groups that
18 we deal with. So it's pretty broad, a broad - so it
19 could be a small, a very small plants. It might be
20 under served populations such as Native Americans or
21 perhaps in some of the cities, maybe Hispanic
22 communities, minority communities. It could be

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1 working with academic institutions in trying to use
2 them as multipliers.

3 CHAIRMAN GOVRO: Okay.

4 DR. HOLLINGSWORTH: Mike, I --

5 MR. TYNAN: It could be the state and local
6 governments as well. So a pretty broad brush that
7 we'd be working with. Probably just about anybody
8 that needs to get food safety information and
9 education. Does that help? Or is that --

10 CHAIRMAN GOVRO: That's actually a bigger
11 group than I had in mind as far as constituents. How
12 do we distinguish them -- question number one from the
13 first question and number two -- they appear to be the
14 same, or nearly the same question.

15 MR. TYNAN: They almost are. I think one
16 has to do with efficiency and I think this is -- I
17 didn't generate the original questions -- but I think
18 one has to do with the efficiency of it. How do we
19 do it more efficiently and more effectively. And the
20 other one is how can we improve it? How can we make
21 it better? And there is a little bit of a
22 distinction there, I think.

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1 So what we're doing now, how can we improve that
2 and how can we do it more efficiently? So one
3 perhaps - if we need to distinguish maybe we could do
4 it based on what we're doing now, how can we improve
5 that. There's ways to make it more efficient and I
6 think the issue that we stressed had to do with the
7 multiplication issue.

8 CHAIRMAN GOVRO: Yes.

9 MR. TYNAN: How do we reach a broader
10 audience with the same message? So, for example,
11 when we talk about the workshops that we do, we may
12 have 50 people come to a workshop. So we do that 11
13 times, we have a little bit over 500 people out of
14 6,500 small and very small plants.

15 CHAIRMAN GOVRO: Yes.

16 MR. TYNAN: We're only hitting a miniscule
17 number, and we're putting out a tremendous amount of
18 effort to do that. So now we've built in web casts.
19 So that allows us to have another 50 sites, perhaps
20 even as many as 200 people, sitting watching
21 computers or whatever the case may be.

22 CHAIRMAN GOVRO: Yes.

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1 MR. TYNAN: But we're still not hitting the
2 majority of folks that really need the information.
3 I've heard from several of the inspectors, the people
4 that come to these sessions are probably not the ones
5 that really need it. It's the ones that don't come -
6 -

7 CHAIRMAN GOVRO: Right.

8 MR. TYNAN: -- that we really have to reach
9 out to.

10 CHAIRMAN GOVRO: Reaching the far out --

11 MR. TYNAN: Right, right. So it's how do
12 we improve what we're doing now? How can we make
13 some of those things better and perhaps -- then next
14 how can we make it a more efficient process of
15 reaching out to, not the 600, but the 6,000.

16 CHAIRMAN GOVRO: Right.

17 DR. BAYSE: So --

18 MR. TYNAN: Does that help? If it doesn't,
19 then let's reframe the question in something that
20 gets us further on down the road.

21 Yes, Gladys?

22 DR. BAYSE: So part of it is how do they

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1 find you, and then another part of it is how does
2 USDA find them? That's my understanding. I mean,
3 the groups that you deal with already have found the
4 website or, I guess they just know - I'm not
5 understanding. It seems to me like it sounds like a
6 two-way issue. You're looking for more efficient -
7 the way to reach more individuals. How do they, the
8 ones who did receive information, how did they find
9 USDA? Multiple ways?

10 MR. TYNAN: That could be it but then, it's
11 that other group of people that didn't find USDA --

12 DR. BAYSE: Right, so --

13 MR. TYNAN: Yes, so how do we get out to
14 them?

15 DR. BAYSE: Okay.

16 MR. TYNAN: That might be a way to rephrase
17 that. Yes, Jill?

18 DR. HOLLINGSWORTH: I'm wondering if, for a
19 moment, everyone would bear with me and just kind of
20 do brainstorming.

21 CHAIRMAN GOVRO: Sure.

22 DR. HOLLINGSWORTH: Because there were - I

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1 was taking notes while we were discussing this issue
2 and I was getting myself confused even with my own
3 notes. I think part of it is, because calling it
4 training and outreach --

5 MR. TYNAN: Right.

6 DR. HOLLINGSWORTH: -- are two different
7 things, and that's why I even asked Isabelle to
8 discuss a little more about who's doing what where.

9 It seems to me that maybe if we need -- if we can
10 either identify or define all the different terms
11 that they're throwing out and about. Because I
12 understand that there is initial training for
13 inspectors and for the veterinarians, the workforce.

14 MR. TYNAN: Right.

15 DR. HOLLINGSWORTH: That's basically --
16 here's what your job is.

17 MR. TYNAN: Right.

18 DR. HOLLINGSWORTH: Here's our rules, our
19 regulations, here's your job.

20 MR. TYNAN: That's what we're calling
21 training.

22 DR. HOLLINGSWORTH: That's training?

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1 MR. TYNAN: Correct.

2 DR. HOLLINGSWORTH: Then there is also
3 follow-up or additional training for inspectors, and
4 for the workforce, the FSIS workforce when there is
5 something new.

6 MR. TYNAN: Right.

7 DR. HOLLINGSWORTH: Like a new directive.

8 MR. TYNAN: Right.

9 DR. HOLLINGSWORTH: Or a new procedure, and
10 so that to me becomes the training for the workforce
11 that identifies things like interpretation,
12 clarification, implementation.

13 MR. TYNAN: Yes.

14 DR. HOLLINGSWORTH: Okay. Then there is
15 workshops, and it seems to me that the workshop thing
16 is intended for maybe - if you read this, primarily
17 for the industry. So that they're aware of what new
18 things the inspectors are going to be enforcing or
19 doing.

20 MR. TYNAN: Right.

21 DR. HOLLINGSWORTH: So that's more
22 understanding, again, the interpretation, the

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1 clarification of what government is now going to be
2 doing different.

3 MR. TYNAN: Yes, but trying to look at it,
4 in that particular case, from the perspective of what
5 the industry needs --

6 DR. HOLLINGSWORTH: Right.

7 MR. TYNAN: -- so many of the things that
8 we teach our inspectors perhaps --

9 DR. HOLLINGSWORTH: Right. I have a
10 feeling a particular form or something--

11 MR. TYNAN: Sure.

12 DR. HOLLINGSWORTH: -- may not be something
13 they're ever going to do.

14 MR. TYNAN: Right.

15 DR. HOLLINGSWORTH: So, there's the
16 workforce and the training, and then there's this
17 outreach I guess, for the industry, and then there's
18 a whole other component which I would lump, maybe for
19 lack of another word, education.

20 Where Darin was going with consumer groups and
21 high school kids, and more of an educational kind of
22 infrastructure.

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1 MR. TYNAN: As opposed to outreach.

2 CHAIRMAN GOVRO: The program, yes.

3 DR. HOLLINGSWORTH: As apposed to outreach.

4 MR. TYNAN: So we actually have three
5 categories.

6 DR. HOLLINGSWORTH: I'm seeing it is as
7 three, and I guess that makes it -- now that's not to
8 say there's some overlap or -- but that makes it
9 clearer in my mind. I don't know, does that --

10 MR. DETWILER: We've got a two dimensional
11 spectrum, is what's going on. There's, like you're
12 saying, there's like staff development and then
13 there's outreach, and then there's education, but
14 there's industry and consumer. You can't have the
15 same message go to industry and consumer.

16 So I think we need to, maybe, have a clearly
17 defined realms? Consumer, that would be education --
18 public schools/Joe Average consumer. Industry, which
19 might be --

20 DR. HOLLINGSWORTH: Right.

21 MR. TYNAN: -- the worker at the plant or
22 the fast food restaurant or whatever. But there

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1 might be staff development which is meant for
2 inspectors and USDA/FDA kind of agency.

3 DR. HOLLINGSWORTH: Right.

4 MY. TYNAN: Because I know if we have
5 agency, industry and consumer, I think that starts
6 helping us clearly define -- there's even today there
7 was that technical group and then the outreach and I
8 was like, "Wait a minute."

9 DR. HOLLINGSWORTH: Yes. Exactly.

10 MR. TYNAN: Which is which?

11 MR. TYNAN: Well now the technical group,
12 technical service center, is going to answer a
13 specific question in a specific situation.

14 MR. DETWILER: Right, but it did sound
15 like, did sound like in some -- the paragraph that was
16 given in some of the discussion, there were so many
17 overlapping --

18 DR. HOLLINGSWORTH: Yes.

19 MR. DETWILER: -- words.

20 MR. TYNAN: Yes.

21 DR. HOLLINGSWORTH: The correlation. Now,
22 and in the inspector role correlation is a very clear

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1 and distinct thing, and as soon as Isabelle said "We
2 do correlation," it's like, I got it. I see where
3 that's different than training, education and
4 outreach.

5 MR. TYNAN: Right.

6 DR. HOLLINGSWORTH: So maybe we need to put
7 correlation as a third thing, even though we're not
8 going to address all of these, I think if we just
9 have clear in our minds, given all these different
10 things, which ones are we being tasked to look at.
11 Because when you look at the questions, it really
12 seems like they're talking about outreach, but they
13 keep using the word training and even in the bullets
14 - this is where I got confused - they talk about
15 training of the workforce, and that's where I had to
16 ask Phil Derfler. Are you talking about joint,
17 coming together and making training and outreach a
18 single thing or what?

19 MR. TYNAN: Right.

20 DR. HOLLINGSWORTH: Because that wasn't
21 clear.

22 MR. TYNAN: One of the things we're trying

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1 to do there is make the point, and perhaps we didn't
2 do very well with the issue paper, is that in fact
3 we're trying to have a consistent and clear message.
4 So I think Dr. Maczka has mentioned that a couple of
5 times.

6 DR. HOLLINGSWORTH: Yes.

7 MR. TYNAN: So the idea for us is to take
8 that regulation, kind of boil it down, simplify it,
9 so that the small and the very small plants can
10 understand it.

11 What happens is, we call it outreach, but it's
12 the same message we just gave to our employees about
13 what employees need to know. So it's the same
14 message, just put in a different format. The
15 important thing there is though that we try and make
16 it a consistent message, so that we don't change the
17 message as we're kind of simplifying and doing all
18 the stuff that we need to do. So --

19 DR. HOLLINGSWORTH: So when -- I'm sorry.

20 MR. TYNAN: That's why we're taking -- we're
21 working closely with CFL because they're developing a
22 lot of this material. We're taking it, perhaps

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1 tailoring it for a somewhat different audience,
2 simplifying it perhaps, and putting it out there for
3 a slightly different audience.

4 CHAIRMAN GOVRO: That's what I heard.

5 MR. TYNAN: Does that help?

6 CHAIRMAN GOVRO: Yes. That's what I heard
7 from some of the industry people is that there's a
8 problem sometimes with FSIS employees hearing one
9 thing, the industry hearing another.

10 MR. TYNAN: Right.

11 CHAIRMAN GOVRO: Then they come to the
12 point where it all comes together in implementation
13 with different concepts of what needs to happen.

14 MR. SCHAD: We call that a disconnect.

15 CHAIRMAN GOVRO: Disconnect.

16 (Laughter).

17 MR. DETWILER: You call that what?

18 CHAIRMAN GOVRO: A disconnect.

19 MR. SCHAD: A disconnect, yes.

20 CHAIRMAN GOVRO: Right? And --

21 DR. HOLLINGSWORTH: Well -- I'm sorry

22 CHAIRMAN GOVRO: That's just something that

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1 - it's okay, go ahead.

2 DR. HOLLINGSWORTH: Robert, so when you
3 were saying, one of the things that we're being asked
4 to look at is, you use the term 'how do we reach
5 them.' Them meaning small industry, small businesses
6 --

7 MR. TYNAN: Right.

8 DR. HOLLINGSWORTH: -- that don't come to
9 the workshops and probably don't always -- I mean you
10 just don't arbitrarily think "Gee, today I think I'll
11 search the internet to see what FSIS is doing new and
12 different" So how do you educate them?

13 MR. TYNAN: Right, so once the --

14 DR. HOLLINGSWORTH: In fact I'd take out
15 the word education, how do you outreach them.

16 MR. TYNAN: It's just expanding up from
17 what we've been doing. I think Mary made the point,
18 the way we've always done it is, we do workshops.
19 We're not reaching enough people.

20 As we make these changes and we're putting more
21 accountability on these plants, they need to be able
22 to comply with the regulations more easily. So we

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1 need to find how to get – if we're only doing 500 and
2 there's 6,500 out there – how do we reach not only
3 the 500, but the other 6,000, and I think that was
4 the point.

5 But the messages that we do for training for our
6 employees, very similar kinds of stuff. The same
7 stuff we do for consumers is - has a lot of the same
8 characteristics, so through all of the different
9 constituencies that the agency has – whether they are
10 the ones that we do or the ones that Food Safety
11 Education Staff does or the CFL does – we have to
12 have a consistency of message. So I think that's one
13 of the points we were trying to make in the paper,
14 and maybe confused the issue.

15 But I think, our thinking was that we were
16 talking about outreach to the industry, against the
17 native underserved population.

18 DR. HOLLINGSWORTH: Define underserved
19 population. I think of people in rural communities.
20 What do you mean by underserved populations?

21 MR. TYNAN: Well like Native Americans.

22 CHAIRMAN GOVRO: I have a little problem

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1 with lumping industry - when we're talking about
2 outreach industry and then underserved populations,
3 because to me you have two completely different sets
4 of information.

5 With industry we're talking about
6 implementation of sanitation and HACCP and that sort
7 of thing. With an underserved community, I think
8 we're talking about --

9 DR. HOLLINGSWORTH: Education.

10 CHAIRMAN GOVRO: -- education of food
11 safety in the home and in, perhaps, in a restaurant
12 setting. I'm not sure how you could put --

13 MR. TYNAN: One thing is --

14 CHAIRMAN GOVRO: -- those two messages
15 together.

16 DR. HOLLINGSWORTH: Yes, wouldn't the
17 underserved --

18 MR. TYNAN: They're together in our office,
19 in that we have to appeal to underserved populations,
20 and that being some of the industry groups that might
21 be in Native American communities. So it's really
22 not that far different, so we're sort of focused more

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1 on the business end of the – stopping at the consumer
2 end–

3 DR. BAYSE: So you – do they have plants?

4 DR. HOLLINGSWORTH: Are you talking about
5 underserved, establishments under FSIS inspection or
6 underserved populations of people?

7 MR. TYNAN: Underserved populations of
8 people.

9 DR. HOLLINGSWORTH: Then they would have to
10 be, I would think under education --

11 CHAIRMAN GOVRO: Education.

12 DR. HOLLINGSWORTH: -- of consumers.

13 CHAIRMAN GOVRO: Yes.

14 MR. TYNAN: Except, for purposes of this
15 exercise, and why don't we just focus on the
16 industry, the small and the very small.

17 DR. HOLLINGSWORTH: Whatever it is that
18 we've been tasked with – I guess my thing is it's not
19 clear to me which they want us to do. Because when
20 you look at the questions they cover things like how
21 can we improve outreach to external groups,
22 establishments, states, constituents? I think each

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1 one of those would have to have a whole different
2 plan.

3 MR. TYNAN: Okay, that's --

4 DR. HOLLINGSWORTH: How do you reach each
5 one of them is going to be different.

6 MR. TYNAN: Well is there enough time to
7 talk about those individually?

8 CHAIRMAN GOVRO: We can try.

9 DR. HOLLINGSWORTH: Well, we can prioritize
10 and do as many as we can get to.

11 CHAIRMAN GOVRO: Yes.

12 MR. TYNAN: All right, given that choice--

13 DR. HOLLINGSWORTH: I think we'd be doing a
14 disservice if we talked about how we outreach
15 constituents like consumers, versus how we outreach
16 to small and mid-size plants.

17 MR. TYNAN: Okay. Then let's -- so industry
18 would be our first priority for purposes of
19 discussion?

20 CHAIRMAN GOVRO: Yes.

21 DR. BAYSE: I think so. That's my
22 understanding of what they want us to do.

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1 MR. SCHAD: That was my understanding, too.

2 CHAIRMAN GOVRO: Well, industry and then
3 perhaps too, I would think employee because the
4 message you're going to industry with is going to be
5 very similar. It's the same information, but perhaps
6 presented differently to employees. But that's, they
7 both should be getting the same message.

8 MR. TYNAN: Okay, talk about our employees
9 or industry employees?

10 CHAIRMAN GOVRO: Yes. Your employees.

11 DR. HOLLINGSWORTH: Your employees.

12 CHAIRMAN GOVRO: When I say industry I mean
13 industry owners and industry employees, so keep all
14 that --

15 MR. TYNAN: All right. So when we talk
16 about this one, we'll talk about this one as well?
17 Is that what you're suggesting?

18 CHAIRMAN GOVRO: Well, maybe one at a time.

19 DR. HOLLINGSWORTH: Yes.

20 MR. TYNAN: Okay.

21 DR. HOLLINGSWORTH: Because I think there's
22 two things here, two dynamics. One is the message

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1 and how do you make the message consistent, and then
2 the other one is the technique. How do you reach
3 them?

4 MR. TYNAN: Yes.

5 DR. HOLLINGSWORTH: Through what means are
6 you reaching them? So I guess there's a delivery,
7 and then there's also a content.

8 MR. DETWILER: Yes.

9 MS. BLUMBER: Yes.

10 MR. DETWILER: I still think that maybe one
11 of our recommendations should be that we clearly
12 differentiate between agency, industry, and consumer
13 if there's going to be messages, and we need to
14 identify who is in what group.

15 For instance, is the underserved populations in
16 the industry or in the consumer group? That would
17 come up at some point.

18 MR. TYNAN: You said there were two
19 dynamics. You said one had to do with the content.

20 DR. HOLLINGSWORTH: The content --

21 MR. TYNAN: The message.

22 DR. HOLLINGSWORTH: The other one is the

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1 method or means of delivery.

2 CHAIRMAN GOVRO: Yes.

3 MR. TYNAN: So the what and the how. Can
4 we deal with those issues in terms of the constituent
5 audiences? So industry, employees? There's
6 obviously information that state, local governments
7 need, the academic community perhaps, the educators.

8 So can we sort of talk about those, or --

9 CHAIRMAN GOVRO: Yes. They start out.

10 MR. TYNAN: Okay. So what else do we have
11 as our audiences, that we're going to talk about.

12 DR. HOLLINGSWORTH: Well, I think some of
13 them you can put together. Whatever FSIS employees
14 get, the state regulators also need, because they're
15 going to have to have equivalent programs at the
16 state level. So they need to know precisely what the
17 FSIS knows.

18 MR. TYNAN: Okay. We've got state
19 industry. Academics. Are there other groups that we
20 need to talk about?

21 CHAIRMAN GOVRO: Someone mentioned
22 extension agents. I don't know to what extent they

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1 receive information from FSIS concerning meat,
2 poultry, egg safety.

3 DR. HOLLINGSWORTH: Right. They need to be
4 both on the receiving and the delivery end.

5 CHAIRMAN GOVRO: Right.

6 MR. TYNAN: We do a lot with extension
7 service in terms of some of our cooperative
8 agreements, getting them training materials out there
9 so they're sort of - they help us do the
10 multiplication effect. Other constituencies? Anyone
11 think of one?

12 CHAIRMAN GOVRO: No, I think that covers
13 it.

14 MR. TYNAN: Okay. What's the priority? I
15 started, I got carried away on that dead end through
16 dispersal. Is it state first? Shall we do them in
17 this --

18 DR. BAYSE: Well --

19 MR. TYNAN: Because we said what we're
20 teaching our employees so that's part of what we're
21 putting in our outreach program for the industry. So
22 is it logical that the state needs it first? Then

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1 the industry, then --

2 CHAIRMAN GOVRO: Well, and then, where are,
3 where do your FSIS employees figure into that? I
4 sort of see industry, state and meat programs and
5 FSIS employees kind of being --

6 MR. TYNAN: One and the same.

7 CHAIRMAN GOVRO: All at the same level of
8 importance, not necessarily the same across the
9 board.

10 MR. SCHAD: Everybody gets the same type of
11 training.

12 CHAIRMAN GOVRO: Right.

13 DR. HOLLINGSWORTH: Right.

14 CHAIRMAN GOVRO: They need to get the same
15 message. Maybe delivered differently, but --

16 MR. TYNAN: Number one? Number two? I'm
17 asking.

18 DR. HOLLINGSWORTH: I guess I saw the
19 outreach as the number one thing --

20 CHAIRMAN GOVRO: Right.

21 DR. HOLLINGSWORTH: -- that really does to
22 address. I mean FSIS sort of has their own plan for

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1 how they're training their employees. And I didn't
2 take this - I know in a previous session we were
3 actually asked to discuss that. I guess I didn't see
4 this as us being asked how can FSIS more effectively
5 and efficiently train it's own employees.

6 MR. TYNAN: Right. That's not the
7 question.

8 CHAIRMAN GOVRO: So I would say flip them,
9 I would put industry and number one, and then FSIS
10 employees and state employees together as number two,
11 because they're really doing the same job. Do you
12 agree with that?

13 MR. TYNAN: Then extension?

14 MR. DETWILER: Let me --

15 MR. SCHAD: I'm not going to disagree on
16 the prioritizing, but just from someone who's been to
17 two workshops --

18 MR. TYNAN: Okay, yes, please. That makes
19 you an expert.

20 MR. SCHAD: Well, I guess. But both times,
21 I went there listeria workshop and the E. coli
22 workshop, and both times at least the perception was

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1 that - what was - these were some new directives.
2 And we're going to help you understand them,
3 interpret the directive and know what was expected of
4 you.

5 My perception was both during the workshops and
6 after I went back to work and had to start working
7 with these directives every day was, my perception
8 was the FSIS employees hadn't been trained yet, or
9 not properly trained yet.

10 CHAIRMAN GOVRO: Disconnect.

11 MR. SCHAD: Yes, the disconnect. So I
12 don't know whether it was improper training or
13 whether we're out of sequence here.

14 CHAIRMAN GOVRO: Okay.

15 DR. BAYSE: It was, I'm sorry, in your
16 dealing with FSIS employees that you came to this
17 conclusion?

18 MR. SCHAD: Yes. That was the point I was
19 trying to make during the committee meeting today. I
20 said we - it'd be good to have more front-line
21 supervisors there because the questions that I got
22 after --

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1 DR. BAYSE: There weren't enough front-line
2 the supervisors --

3 MR. SCHAD: What?

4 DR. BAYSE: Okay, I thought --

5 MR. SCHAD: The questions I got answers to
6 which was, I didn't understand some of these things,
7 asked a question, got an answer that I understood,
8 went away from the workshop satisfied and then
9 frontline supervisors said "Well, you know, I didn't
10 hear it that way."

11 DR. BAYSE: Yes.

12 DR. HOLLINGSWORTH: You know that brings up
13 a good point.

14 MR. SCHAD: Right, about with the training
15 at all.

16 (Laughter).

17 DR. HOLLINGSWORTH: One of the things, and
18 I guess my idea on the prioritizing was not which one
19 needs to come in which order as opposed to where we
20 need to spend the majority of our time.

21 MR. TYNAN: Right, I understand. That's
22 why I thought the priority would be good--

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1 DR. HOLLINGSWORTH: I thought it was
2 interesting when Phil had even made the comment that
3 it's really unclear to him and to the agency as to
4 what people mean when they talk about joint training.
5 After he said that I was thinking about that and it
6 seems to me that - even based on what Mark said -
7 that there almost needs to be this two phases of
8 training, even for the FSIS employees, and the state
9 folks.

10 One is for them to be trained as to - here's
11 this new directive, and here's how it's different,
12 here's what you're going to have to be responsible
13 for to implement it, here's how you monitor it.

14 Then, to me, the next step, this constituent
15 outreach to the industry needs to be the joint piece.

16 CHAIRMAN GOVRO: Yes.

17 DR. HOLLINGSWORTH: Where now that the
18 agency employees know, this is the new rule, then the
19 industry and inspectors together - here - here's what
20 it's going to mean in the day-to-day world of plant
21 operations.

22 So it's almost like an operational kind of joint

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1 session. That to me is what the workshops, if they –
2 and I don't have a plan for how to do this – but, if
3 that's what they achieved then I think a lot of the
4 questions that come up during day-to-day operations
5 wouldn't. Because those questions would have been on
6 the table. The industry has tons of questions that
7 they ask at the workshops, but the inspectors never
8 hear the question or the answer.

9 MR. TYNAN: Do you see that as helping
10 moderate or eliminate some of the --

11 MR. SCHAD: Would help with the consistent
12 message.

13 DR. HOLLINGSWORTH: Right, and I see the
14 agencies point in that I know in previous committee
15 meetings there were huge back and forth debates over
16 joint training. I understand the agency's position
17 that there are some things that they have to talk to
18 their own employees about, privately. I don't think
19 anyone's going to dispute that.

20 Things about how do you deal with a plan that's
21 not in compliance, and how do you do this and how do
22 you do that. I mean, there are things that I think

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1 the agency needs to tell it's own employees in
2 private. But I think that the outreach needs to be
3 joint, so that as the industry hears what it is the
4 inspectors are going to be doing, the inspectors hear
5 also, what it is the industry is asking about, if
6 that makes any sense.

7 MR. TYNAN: You're saying that first piece
8 is the employee training.

9 DR. HOLLINGSWORTH: Right. First the FSIS
10 employees have to know what it is. What I see is the
11 weakness now is that --

12 MR. DETWILER: No, no, wait, wait--

13 DR. HOLLINGSWORTH: First the employees are
14 trained --

15 MR. DETWILER: But when you say --

16 DR. HOLLINGSWORTH: -- then the outreach is
17 done second, but without the employees present.

18 MR. DETWILER: When you say the employees
19 are trained, you mean the industry employees?

20 DR. HOLLINGSWORTH: FSIS.

21 MR. TYNAN: Okay see now that's where we're
22 --

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1 DR. HOLLINGSWORTH: Let's clarify that.
2 FSIS employees are first trained as to here's the new
3 rule or regulation. Then there's this joint outreach
4 with industry and FSIS on how the industry and the
5 agency together are going to implement, and what's
6 going to be - how it's interpreted. What's going to
7 happen if there's XYZ issue that comes up.

8 I don't know, Mark, you were at workshops so
9 maybe you could add to that. Does that seem like --

10 MR. SCHAD: Yes.

11 DR. HOLLINGSWORTH: -- the missing
12 component?

13 MR. SCHAD: Yes.

14 MR. DETWILER: At the workshops, were there
15 people there that were hearing things for the first
16 time?

17 MR. SCHAD: You mean --?

18 MR. DETWILER: I don't know who was at the
19 workshop, if it was the common worker or people at
20 management level or --

21 MR. SCHAD: Management level.

22 MR. DETWILER: Management level? Okay. I

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1 was still envisioning though that there're people
2 though that will go to these things, and the workers,
3 if worker's are going to joint training, or maybe the
4 next, if there was a third phase would be that, it's
5 not a joint it's just the plant is now training their
6 employees.

7 When the plant is teaching their employees, if
8 their employees are hearing the terms, HACCP, and
9 certain things for the first time, then it becomes
10 difficult.

11 I think, one of - this is, my little soapbox is
12 we start to loose track of the fact that all these
13 employees, whether they be agency or industry,
14 they're still consumers. If they're uneducated from
15 the bottom up, in terms of they have to be in the
16 industry before they learn anything about it, then
17 we're loosing a great opportunity to kind of pre-
18 prepare some people in terms of - and this was what
19 Mary Cutshall said - if folks understand the
20 underlying reasons, they will be more likely to
21 implement.

22 While I think that we deprioritize the

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1 consumers, the lowest on the priority, I still think
2 that if there's a consumer - if there's more effort
3 on consumer education, then as those consumers become
4 the industry workers, they'll have some pre-placed
5 idea instead of if they happen to be - to find us,
6 maybe they will have a reason to want to find us.

7 MR. TYNAN: I should clarify. I don't
8 think when I was talking about priorities before, I
9 was talking about consumers being lower rung --

10 MR. DEWILER: No, I was --

11 MR. TYNAN: It was sort of, if we're going
12 to take our time here in this room, then consumers
13 probably would be something that we'd have time to go
14 over and we might talk about them, so I didn't mean
15 to imply that --

16 MR. DETWILER: No, I didn't think so.

17 CHAIRMAN GROVO: I think we ought to maybe
18 just go back to the questions that are asked and
19 specifically address those because I think we're
20 middling around on some peripheral issues that I
21 think once we get into the meat of these actual
22 questions, a lot of this stuff will straighten itself

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1 out.

2 MR. TYNAN: Okay.

3 CHAIRMAN GOVRO: So --

4 MR. TYNAN: I think in terms of the
5 efficiency and the improvement, I think some of the
6 questions we're talking about certainly will be done
7 that way.

8 CHAIRMAN GROVO: Yes, okay. So question
9 number one is, are there other ways in which FSIS can
10 efficiently and effectively share information through
11 outreach and training with our constituent groups?
12 So that specifically appears to be a question--even
13 though the word training -- we've sort of looked at
14 training as internal.

15 It's asking about constituent groups. Are
16 there other ways? They've given us a list of
17 everything they're doing: federal register notices,
18 CD-ROMs, workshops, workbooks, web casts, public
19 outreach meetings, CD-ROMs to the states. That's
20 kind of what we're doing - what they're doing and I
21 see this question as being what other things can they
22 do. So --

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1 MR. SCHAD: It's, well I know him
2 personally. Jay Winter spoke from the audience and
3 he mentioned universities. That reminds me of
4 something else. Right before I went to the *listeria*
5 workshop in Raleigh, Ohio State had a *listeria*
6 workshop, it's like two days before that, and what
7 they did was just, they hired a HACCP consultant and
8 he came in here, came in there and gave his take on
9 it.

10 At the time I was thinking well, Ohio State
11 has all these people attending this workshop. It was
12 kind of like an opportunity there for FSIS to send in
13 somebody.

14 CHAIRMAN GROVO: Right.

15 MR. SCHAD: For - I'm only going to speak
16 for, I guess I'm speaking for small industry here,
17 that's kind of a comfortable place for small industry
18 to go to. I went down - I was 500 miles away, but
19 Raleigh was the closest place for me, so you've got
20 to fly down there, stay overnight in a hotel and
21 everything. I was kind of a little bit out of my
22 comfort zone.

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1 Ohio State is something that small industry – at
2 least in Ohio, it's a place they go to all the time –
3 it's for health, so --

4 MR. DETWILER: Could they have branched out
5 to the community colleges, if they had the media
6 setup?

7 MR. SCHAD: Yes. Yes.

8 MR. DETWILER: Can you distill that into a
9 bullet that we can put down as another way?

10 CHAIRMAN GROVO: What's your suggestion?

11 MR. SCHAD: Use of extension agents/land
12 grant universities.

13 MR. TYNAN: I'm sorry, Mark, could you
14 repeat that?

15 MR. SCHAD: Use of extension agents/land
16 grant universities, as a way to outreach.

17 DR. BAYSE: I always want to make them
18 free, but you've got to get there and so that's
19 travel, and hotel expenses.

20 MR. SCHAD: Yes. So you've got to find
21 something closer than --

22 DR. BAYSE: How much are your --

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1 MR. SCHAD: There's a lot of universities
2 across the country --

3 CHAIRMAN GROVO: Sure.

4 MR. SCHAD: -- I think, Iowa State, Texas
5 A&M, could do things like this.

6 CHAIRMAN GROVO: Yes, all right.

7 MR. SCHAD: Nebraska. I'm sorry. The use
8 of extension agents, I was going to say, land agents,
9 universities. Like agricultural extension agents.
10 In the individual states.

11 Sort of a related topic, but a little farther
12 out there in terms of creativity, I guess would be,
13 is there any way of - and I'm guess I'm suggesting
14 that you explore the possibility or consider the
15 possibility of using private training companies to
16 deliver the message.

17 I don't think that that would work for things
18 like how are we are going to interpret policy
19 10010.1, ground beef sampling. I think that's got to
20 be done internally, but perhaps some of the types of
21 things which Darin is suggesting which would be basic
22 food safety, food - the biology and microbiology of

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1 foods that goes into the basis for what we do.

2 Perhaps going to outside companies and
3 accrediting them to give - to deliver certain
4 messages, so that they could do it on a for-profit
5 basis?

6 DR. HOLLINGSWORTH: Well, if --

7 MR. SCHAD: It might be a bad idea, but --

8 DR. HOLLINGSWORTH: If we're just throwing
9 out, skies the limit ideas --

10 MR. SCHAD: Go for it.

11 DR. HOLLINGSWORTH: What if FSIS considered
12 actually establishing an outreach training workforce,
13 and they had, okay, I'll really be out of the box
14 here, they have 50 people. One designated for every
15 state. All that FSIS has to do is to be sure that 50
16 people have a consistent message.

17 It's probably possible to do that. They would
18 be FSIS employees, they would come in, they would be
19 trained to - here's this new directive of this new
20 policy. Here's how it's going to affect the
21 industry, here's the kinds of questions we would
22 expect, and then they go back to their state and

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1 their job is to literally make sure that everyone in
2 that state gets trained.

3 They could do some joint sessions where the
4 larger companies that can bring people into a
5 university or a central workshop could. But given
6 that that would be their only function, then when
7 their not doing these workshops, then they go
8 individual and small plants, and maybe just meet with
9 two managers who happen to be in a county, and meet
10 with them.

11 Their job is to constantly just do outreach to
12 those small plants. They would have their own little
13 network, and questions that they get would go into
14 like, the tech service center or somewhere.

15 They could understand what are the questions the
16 small operators are dealing with, what are their
17 issues, but they could even go to some of these
18 plants and have the circuit supervisors – do they
19 still have circuit supervisors?

20 MR. SCHAD: They call them front-line
21 supervisors.

22 DR. HOLLINGSWORTH: Okay. Those guys–

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1 (Laughter).

2 DR. HOLLINGSWORTH: It's been a while since
3 I've been in FSIS, but they could even --

4 MR. TYNAN: You remember all the names
5 don't you?

6 (Laughter).

7 DR. HOLLINGSWORTH: I still don't know what
8 a EIAIEEO --

9 (Laughter).

10 CHAIRMAN GOVRO: An EIEIO?

11 DR. HOLLINGSWORTH: Yes.

12 MR. TYNAN: I have no idea.

13 (Laughter).

14 DR. HOLLINGSWORTH: They could even provide
15 their schedule to the front-line supervisor, or the
16 inspector, however, and say on this day I'm going to
17 be in this area and training these three people and
18 you're welcome to sit in and join us, so that the
19 agency actually brings the training to the people who
20 don't have the resources to go to training.

21 MR. SCHAD: I think it's a good idea.

22 DR. HOLLINGSWORTH: It's only 50 people.

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1 (Laughter).

2 DR. HOLLINGSWORTH: You may be able to
3 double up on Alaska and Hawaii, so you're down to 49
4 already.

5 MR. SCHAD: Except the people in Alaska get
6 to go to Hawaii.

7 DR. HOLLINGSWORTH: Yes. They need it.

8 MR. TYNAN: That's per capita, so they --

9 WOMAN: They could center it in Hawaii.

10 MR. TYNAN: So they do the workshops, but
11 when they're not doing that, they'd do the
12 correlation kinds of business, to try to do something
13 a little bit more personally?

14 DR. HOLLINGSWORTH: Right. They would do
15 workshops and one-on-one, if you will, for lack of a
16 better term, correlation for those who can't make it
17 to the workshops.

18 MR. SCHAD: So for instance, say you've got
19 one in Ohio.

20 DR. HOLLINGSWORTH: Okay.

21 MR. SCHAD: He says, "I'm going to go down
22 to Cincinnati this weekend guys," so all the plants

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1 in Cincinnati can come visit with me, the inspectors
2 --

3 DR. HOLLINGSWORTH: Inspectors can be
4 there, plant managers and then next weekend I'm going
5 to be in Toledo, and the next week I'll be in
6 Columbus. Set up a whole schedule.

7 DR. BAYSE: They're out on their own,
8 they're just there.

9 DR. HOLLINGSWORTH: They're stationed
10 somewhere within that state, either at the
11 university, unless there's an FSIS office in that
12 state, but they're responsibility is to cover a whole
13 state. I don't know, you'd have to look at the work,
14 in some cases it might be one person could cover two
15 states based on how many establishments you have.

16 MR. SCHAD: Yes, but --

17 DR. HOLLINGSWORTH: In some states they'd
18 be really busy.

19 MR. TYNAN: You're thinking --

20 MR. DETWILER: -- maybe two of them for
21 California.

22 DR. HOLLINGSWORTH: Yes. California, you

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1 may need two. Oregon, one may be able to do Wyoming
2 and Montana.

3 MR. DETWILER: Base it on the Electoral
4 College.

5 (Laughter).

6 DR. HOLLINGSWORTH: Yes, exactly.

7 MR. TYNAN: What you were thinking of is
8 workforce type people, that FSIS employees, and --

9 DR. HOLLINGSWORTH: No, no. The workforce
10 would be, the people doing it are FSIS employees.

11 So that they're totally correlated to the same
12 message, but that they deliver the training to the
13 industry, but they could also do consumer education
14 programs. They could do outreach in the states for --
15 I shouldn't use outreach because we're using outreach
16 for the industry. Outreach for the industry,
17 education, they could be going to high schools and
18 community colleges and doing lectures and
19 presentations as guest speakers.

20 CHAIRMAN GOVRO: Along those lines, there
21 would be so many other things that they could do.

22 FDA has a state training branch, and they have a

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1 staff and those people I think have a lot free rein
2 to go where they can get the most bang for the buck.
3 Richard Barnes and Paul Raines and those guys, and
4 they're constantly showing up at the AFDO meetings,
5 the Affiliate, RAFDO, and those types of meetings and
6 basically demanding to be on the program.

7 They get their two-hour session or their half-
8 day or whatever it is. There are a lot of
9 opportunities. I am involved in the Northwest
10 Sanitation Workshop every year that is put on by WSU,
11 OSU, Oregon and Washington Departments of
12 Agriculture, and Northwest Food Processors, and every
13 year we put on a two day training workshop on food
14 safety and sanitation. It's geared toward the basic
15 stuff. It's designed for people who are in the
16 sanitation workforce; the front line supervisors,
17 mid-level managers. It's not for the corporate
18 bosses or anything like that.

19 We get 300 people - we had 340 I think this
20 year, come to a workshop and we could just very
21 easily put on a USDA person as one of the breakout
22 sessions.

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1 Or perhaps you would want to tie in with an
2 extra half-day and coordinate your half-day or whole
3 day session on USDA/FSIS subjects at the same time at
4 the same facility.

5 MR. TYNAN: Is that a variation on the same
6 theme, or is it --

7 CHAIRMAN GOVRO: It's just more of the
8 same, I think. Just tossing ideas out there.
9 Looking into other venues. Let's call it that.

10 MR. DETWILER: These people, it would be
11 best if it wasn't like someone in D.C. responsible
12 for Oregon.

13 CHAIRMAN GOVRO: Right.

14 MR. DETWILER: It would be better if it was
15 someone that was there, that knew the framework, the
16 structure, the foundations, and within that states.

17 That understood east of the cascades versus west
18 of the cascades and understood the river valley, that
19 understood where the universities, and is able to
20 play with the particulars to that state.

21 DR. HOLLINGSWORTH : Yes, I think they
22 should have to live in the state where they have a

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1 training - let's say they call them training
2 officers.

3 If there's a training officer in that state,
4 they should live in that state. They know the
5 university people, they get to know the extension,
6 they know all the establishments in that state, they
7 know all the inspectors in that state, and they're a
8 resource for that state.

9 MR. DETWILER: Yes.

10 MR. SCHAD: I think that's very important,
11 because a lot of small plants when they - don't take
12 this the wrong way, Mike - but, "Oh you're from D.C?"
13 The perception is a negative - could be a negative
14 perception.

15 MR. TYNAN: So when we say we're here to
16 help you, you don't want us to do that?

17 (Laughter).

18 MR. TYNAN: The good, this person --

19 MR. SCHAD: I'm just talking about reality,
20 I'm not saying it's true.

21 MR. TYNAN: No, I understand.

22 DR. HOLLINGSWORTH: Yes, and technically

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1 they could report to the Tech Center as their chain
2 of command, so that they're not Washington based. But
3 again I think the nice thing about having these 50 or
4 so people, however many, let's just 50 for an easy
5 number, is that they could be brought in once a
6 quarter even, for their correlation to make sure they
7 understand the message and they can talk about what
8 problems they're running into, what kind of questions
9 they're being asked. It would be - I think, 50
10 people well used by the agency.

11 CHAIRMAN GOVRO: Well, and then there'd be
12 all kinds of other challenges that being local, they
13 would be better prepared to address. The geography
14 of delivering the message in Oregon or Alaska is way
15 different than it is in North Carolina.

16 DR. HOLLINGSWORTH: New York City.

17 CHAIRMAN GOVRO: The geography, the
18 industry that exists there. There's no poultry
19 industry in Oregon. I think there is in North
20 Carolina.

21 MR. DETWILER: I'm also envisioning --

22 CHAIRMAN GOVRO: Or Arkansas.

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1 MR. DETWILER: -- part of this is being
2 part-lobbyists, part-union rep, part-USDA public
3 information officer. There's a lot of, in terms of
4 how people relate to this person.

5 This person is a local person, that, in terms of
6 their relation to the industry that again, they're
7 not that guy from D.C. The suit or whatever.
8 They're there as the industry connection.

9 DR. HOLLINGSWORTH: And if the agency
10 really wants to try to build on this partnership
11 thing, these people would very well fit into that
12 niche that they're looking for -- that sort of middle-
13 man role that they're not necessarily protecting the
14 industry in any way, nor are they out there to
15 regulate the industry. Their job is to be sure that
16 everyone understands the rules, the requirements, the
17 implementation, their expectations.

18 MR. DETWILER: Yes, we were talking earlier
19 somewhere this morning about the virtual
20 representative on the website? Well this is the --

21 DR. HOLLINGSWORTH: This is the real one.

22 (Laughter).

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1 MR. DETWILER: The real, this the real, at
2 the state level. The real representative.

3 MR. TYNAN: Boy, we really liked that
4 suggestion.

5 DR. HOLLINGSWORTH: Now, I guess someone
6 questions if it's effective and efficient.

7 CHAIRMAN GOVRO: Well, yes, the money is --

8 MR. TYNAN: The other thing is resource
9 restraints being what they are, so it may make it
10 difficult to do something like this.

11 MR. SCHAD: You might want to look at --

12 MR. TYNAN: When you get up to 50 it's --

13 MR. SCHAD: But you might want to look at
14 how much are you spending on the workshops and
15 sending all these people around the country.

16 MR. TYNAN: Absolutely. You're quite
17 right.

18 DR. HOLLINGSWORTH: If you're still - if
19 you spend all this on workshops and still missing 80%
20 of the industry, is that effective?

21 CHAIRMAN GOVRO: Yes.

22 DR. HOLLINGSWORTH: Obviously, the problem

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1 that's been identified is it's not -- how much does
2 that increase costs?

3 CHAIRMAN GOVRO: Yes, that is -- it's never
4 really been nearly --

5 MR. SCHAD: I think one of the concerns I
6 always had was -- the *listeria* workshop, there was
7 only five of them. Like I said, the closest one to
8 me was 500 miles away. I think you did a better job
9 with the *E. coli* workshops, but still you, are you
10 within 3 or 400 miles of some of the small plants?

11 CHAIRMAN GOVRO: Maybe federal wouldn't be
12 50, maybe it would be 10.

13 DR. HOLLINGSWORTH: Right. You'd have to,
14 yes, you'd have to sort of see like I said, how big a
15 territory they could cover, how many plants there
16 are.

17 CHAIRMAN GOVRO: Maybe this is something,
18 would be something you'd pilot with one or two
19 people, and measure it.

20 MR. TYNAN: This sounds like just -- okay.

21 DR. HOLLINGSWORTH: You could divide the
22 country up into, say, 10 outreach zones.

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1 (Laughter).

2 DR. HOLLINGSWORTH: OZs. Ten OZs.

3 MS. BLUMBERG: Ozzies.

4 (Laughter).

5 CHAIRMAN GOVRO: I think FSIS probably
6 already is divided in some way into districts.

7 MR. TYNAN: Right, okay.

8 DR. HOLLINGSWORTH: But -- well, okay. My
9 first thought is that a district would be too big,
10 for this person to accomplish all that.

11 MR. TYNAN: We can go basically
12 geographically --

13 DR. HOLLINGSWORTH: Still, you have to look
14 at it.

15 MR. TYNAN: -- and it depends on how we
16 decided to do that. If that person will be part of
17 OFO, part of our office, part of CFL? We have some
18 decisions there, too.

19 CHAIRMAN GOVRO: Well, I think that
20 suggestion addresses a lot of what we talked about
21 before in terms of getting the same message to FSIS
22 employees as well as industry and at the same time.

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1 Because it's one message going out to both
2 groups from one source.

3 MR. DETWILER: I think, too, though, that
4 financially in terms of efficiency, if you can save
5 money but you're not getting that one message out
6 then you didn't effectively get one message out.

7 If it cost a little bit more, but you truly are
8 getting one message out, then it comes to --

9 MR. TYNAN: So spend more to do a better
10 job, as opposed to spending less and --

11 MR. DETWILER: Exactly. If you can save
12 money but you're not doing the job that you're trying
13 to do effectively, then you didn't do your job.

14 MR. TYNAN: I know.

15 MR. DETWILER: Right, right.

16 MR. TYNAN: Do you want to see this?

17 MR. DETWILER: Well, you could turn the
18 page, because you're out of space.

19 CHAIRMAN GOVRO: In terms of more
20 efficiently and effectively delivering the message
21 one of the things that occurred to me during the
22 discussion of the technical service centers.

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1 I was shocked by the number of calls that you
2 get per week and one of the things that came to mind
3 is certainly if you were tracking it, you would
4 probably zero in on certain areas where the bulk of
5 your questions were focused. Maybe that's not the
6 case, but I would think that the people involved in
7 training and outreach should have some sort of a
8 conduit to the technical service center, to find out
9 what kind of questions they're getting so that they
10 can deliver the training and information more
11 effectively in the first place, and where they need
12 to tune up their message.

13 MR. DETWILER: I guess one thing I was
14 trying to lead to was they get 700 calls a week. If
15 450 to 500 of them were, "Who do I talk to about
16 this" and all they're doing is redirecting --

17 MR. SCHAD: Yes.

18 MR. DETWILER: -- that whole idea of
19 identifying those areas is what I was trying to get
20 at before. I'm not saying that they should handle
21 less calls, but if they could get to what exactly are
22 the real issues that are being brought up to their

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1 attention.

2 I do think you're right in terms of it needs to
3 go back to those areas. Maybe, someone said it along
4 the line, if 50 people a day are asking the same
5 question and they're giving out the same answer, then
6 publish it somewhere.

7 CHAIRMAN GOVRO: Right.

8 MR. DETWILER: Make sure it's out there.

9 MR. TYNAN: So you're saying use the
10 outreach people to get the TSC to sort of analyze
11 where the calls are coming from?

12 CHAIRMAN GOVRO: Not only where they're
13 coming from, but what the questions are.

14 MR. TYNAN: What the questions are, yes.
15 Then use that information to inform the people that
16 are doing the outreach.

17 CHAIRMAN GOVRO: Yes, the outreach and
18 training.

19 DR. BAYSE: I still had some concerns about
20 how we sustain this person. If they're out there on
21 their own, I know you mentioned bringing them back to
22 FSIS, as a group, but it sounds like a daunting task

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1 to me. What - I mean who - what level person is
2 going to apply for this kind of situation?

3 DR. HOLLINGSWORTH: Well, it would seem to
4 me that the kinds of things that you'd be looking for
5 in that person is someone who has had some inspection
6 field experience, so they're comfortable in the
7 federal plants, in the meat and poultry plants. I
8 think the person would either have to have, or
9 probably be given training in "How are you an
10 effective educator?" I think they would have to
11 certainly have some speaking skills. I think you
12 could come up with the criteria for the kinds of
13 people you're looking for, then I guess the why I
14 envision this is not unlike - and again I'm going
15 back to the old FSIS days here, so bear with me.

16 We had for example, circuit supervisors, who
17 sometimes covered an entire state. Their job was to
18 go visit all the plants. They had a schedule. They
19 went to every federal plant in that state. They met
20 with the management, they met with the inspector.

21 They would have small, even countywide or area
22 meetings where they'd invite maybe 10 or 12 people

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1 in. So, the model is not something totally new to
2 the agency. They've had people who have effectively
3 gone around and covered a whole state or a whole
4 area.

5 I think the difference here is that their job
6 would be entirely focused on, when they do this, to
7 be sure that they're delivering information on policy
8 regulation, implementation, answering questions on
9 new rules. Not - they're not the inspectors, they're
10 not going to go in the plant and do - they never need
11 to go out on the floor. They're not out there to
12 oversee any operations, just to bring information to
13 the plant and to the inspector.

14 DR. BAYSE: They're not the feds, they're,
15 belong to the state in a way that would be regional -
16 -

17 DR. HOLLINGSWORTH: No, no, I, well - I
18 envision them as being FSIS employees.

19 DR. BAYSE: No, I mean, the perception of
20 their constituencies.

21 DR. HOLLINGSWORTH: The perception would
22 be, here's the person who's going to come and make

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1 sure we're -- well and they could actually do some of
2 the correlation although not the way the Tech Center
3 does. But I mean, the same idea that they're out
4 there to be sure that everyone understands this is
5 the rule, the regulation, the new directive, and
6 here's how it's implemented.

7 CHAIRMAN GOVRO: Darin?

8 MR. DETWILER: Speaking of qualifications,
9 and I don't know a lot of states -- in our state to
10 work at a fast food -- to work at a restaurant you
11 have to have a food handler card. I assume other
12 states, same kind of thing?

13 MR. TYNAN: Same thing.

14 MR. DETWILER: What about working in
15 plants?

16 Why don't we have a system in which working in
17 the plants, you'd have to have a food handler, or
18 whatever it's called in the states --

19 MR. TYNAN: Certification.

20 DR. HOLLINGSWORTH: Certification.

21 MR. DETWILER: -- kind of a certification,
22 and in that certification process comes out the basic

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1 food safety, the hygiene, the basic information in
2 terms of some of the cause and effect of much like
3 what goes into the person works in the restaurant.

4 MR. TYNAN: So you're thinking the outreach
5 person having some type of certification?

6 MR. DETWILER: No, I'm talking about the
7 every Joe that works on the assembly line in the
8 plants, just like the person that works at a
9 restaurant, is carrying and certified with a food
10 handler type card.

11 DR. HOLLINGSWORTH: I can give you a little
12 bit of my perception on that. Having been on this
13 side of the issue both from the retail-supermarket-
14 restaurant side versus the processor side. First of
15 all, on the licensing, the food handlers, it's only
16 required that they're being manager licensed, not all
17 the other employees. So --

18 CHAIRMAN GOVRO: Actually, in both Oregon
19 and Washington, the employees have to be certified.

20 DR. HOLLINGSWORTH: It's everyone has to be
21 certified?

22 CHAIRMAN GOVRO: Yes. No.

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1 DR. HOLLINGSWORTH: No.

2 CHAIRMAN GOVRO: Not certified they have to

3 --

4 DR. HOLLINGSWORTH: Have training.

5 CHAIRMAN GOVRO: They have to take a test.

6 DR. HOLLINGSWORTH: Okay.

7 CHAIRMAN GOVRO: They have to pass a test.

8 DR. HOLLINGSWORTH: Okay. A state --

9 CHAIRMAN GOVRO: A State, yes --

10 DR. HOLLINGSWORTH: -- a state level test.

11 CHAIRMAN GOVRO: -- it's actually county
12 level, in our case.

13 DR. HOLLINGSWORTH: In the discussions that
14 I've been in, I need to be careful here, because I'm
15 not in anyway trying to advocate or support the
16 arguments I've heard here, but there has been some
17 disagreements over this by federal plants saying that
18 they have an FSIS present in their plant all the
19 time.

20 Whereas grocery stores and retailers and
21 restaurants do not. Therefore somebody who was
22 certified has to be watching people who have some

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1 form of training. It's a bizarre argument, but
2 that's the only one I've ever heard.

3 CHAIRMAN GOVRO: I have to weigh in, kind
4 of on your side, too. I - we've done some studies in
5 Oregon on the effectiveness of the food handler
6 training, and they can pass the test when they study
7 the little book and they pass the test and they learn
8 which answers to mark. Then they test them six
9 months later and the retention is just about zero.

10 I'm not a big fan, and in fact FDA, in the
11 adoption of the food code, which Washington's in the
12 process of adopting right now, determined that it was
13 a much better approach to require certification for
14 managers --

15 DR. HOLLINGSWORTH: Right.

16 CHAIRMAN GOVRO: -- and then give them the
17 supervisory authority to deal with the employees, to
18 deliver the training to the employees themselves.
19 I'm not sure that's the most effective program
20 either, but --

21 DR. HOLLINGSWORTH: The big difference is
22 you've got one part of the industry regulated by FDA

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1 and it's approach, which is entirely different than
2 an industry regulated by USDA and it's approach.

3 Whoever mentioned a single food safety agency
4 today, was that you?

5 CHAIRMAN GOVRO: No, I don't think so.

6 DR. HOLLINGSWORTH: Somebody mentioned --

7 MR. TYNAN: Elfering?

8 DR. HOLLINGSWORTH: Yes, Elfering, about
9 how there are these continuing differences between
10 the two.

11 CHAIRMAN GOVRO: And that's, actually -
12 that's kind of a different question. Might be a
13 question for another meeting if we wanted, you wanted
14 to bring that up. I can't see USDA going down that
15 road, to require worker certification before they
16 start or within 45 days or something. Do you?

17 MR. TYNAN: If it was done, if we offer a
18 program that was sort of a voluntary thing, could
19 that be helpful? Try and carry on Darin's - so in
20 other words, we had a self-study. I'm trying to
21 think of the name, a continuing education program as
22 part of our employee stump, where they get CEUs.

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1 They amass a certain number of CEUs and get a
2 certificate.

3 From my standpoint the certificate meant
4 absolutely nothing, but the employee's standpoint, it
5 meant something. They had something to put on their
6 wall, it was totally voluntary so we didn't require
7 it. Would something like that be helpful, to
8 encourage people in the plants and --

9 DR. HOLLINGSWORTH: I'll tell you where
10 you'll run into problems with it though, I think, and
11 I've seen it in FDA right now and that is even if --

12 MR. TYNAN: I'm not advocating it, I'm just
13 saying--

14 DR. HOLLINGSWORTH: Right. Even if the
15 agency offered that as a voluntary program, the first
16 question that we're going to come back as "but your
17 own FSIS inspectors, and for that matter FDA
18 inspectors, are not certified." They're trained, but
19 they don't have to pass any kind of certification
20 exam.

21 I don't know if an inspector that's ever failed
22 out of inspector school.

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1 MR. TYNAN: Not that I am aware of.

2 DR. HOLLINGSWORTH: Boy, there were some.

3 (Laughter).

4 DR. HOLLINGSWORTH: There were some that
5 you wondered about.

6 MR. TYNAN: I remember we sent home, so
7 then you can estimate --

8 DR. HOLLINGSWORTH: Yes, that was usually
9 though for social activities.

10 CHAIRMAN GOVRO: I don't think that's a bad
11 idea. I think that addresses what Darin's getting at
12 and if you -- I don't think it's a bad idea for FSIS
13 to have some sort of a modular or program or
14 something that you could give to the plants and say
15 here, we recommend this for your employees, it's the
16 basics of hygiene, so that they understand hand
17 washing, cross-contamination, temperature control.

18 Three or four basic concepts, so as you said,
19 they understand why they're doing things and make it
20 short and simple and let the company offer it
21 voluntarily and perhaps they would want to do it as a
22 condition of continuing employment or a condition of

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1 your first merit increase or step raise or however
2 they want - however the plant wanted to use it or
3 choose not to use it. It was just there.

4 MR. SCHAD: I'm just wondering, how's that
5 any different than me just sending an employee, which
6 I do, for that, for HACCP certification.

7 I voluntarily do that --

8 CHAIRMAN GOVRO: Yes.

9 MR. SCHAD: -- I know I'm not required to.

10 MR. DETWILER: I guess, you know how you do
11 things when you really mean something else here?

12 (Laughter).

13 MR. DETWILER: Is doing this, hold on - at
14 my school, okay, the school I work at, there is an
15 actual food - it's called ProStart. You can take
16 this course and if you pass it and you, I don't know,
17 I have no idea what's involved with it, but if you
18 pass it, you graduate and - or when you graduate or
19 you complete this or whatever, you actually get some
20 type of certification that says by the American
21 Restaurant Association and --

22 DR. HOLLINGSWORTH: ServeSafe.

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1 MR. DETWILER: ServeSafe. Yes, there you
2 go. ServeSafe is the same kind of thing.

3 So, for the person who's exiting high school
4 with little or no experience now, this idea of maybe
5 this curriculum could come up through the ProStart
6 ServeSafe as one more kind of item on a resume or
7 certification that a new employee could bring to an
8 establishment to have on file.

9 So maybe it could be something that's out there
10 voluntarily or it could be something that's worked
11 into school programs that could be earned and then
12 thus put, again - one more thing to offer to an
13 employer, a potential employer.

14 MR. TYNAN: Okay, is there something I
15 should have written up, because I was busy writing?

16 MR. DETWILER: I guess, explore ServeSafe,
17 ProStart.

18 DR. HOLLINGSWORTH: Let's not do ServeSafe,
19 because we offer another one.

20 (Laughter).

21 DR. HOLLINGSWORTH: SuperSafe Mark.
22 Recognize --

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1 MR. TYNAN: Something on voluntary --

2 DR. HOLLINGSWORTH: Accredited
3 certification training is what it's actually called.

4 MR. TYNAN: I'm sorry, say it again.

5 DR. HOLLINGSWORTH: Accredited
6 certification training, for food handlers.

7 MR. TYNAN: That sounds like it's a little
8 bit more like licensing though. Is that --

9 DR. HOLLINGSWORTH: It is. I mean, you
10 have to take a proctored exam. The exam, there's
11 only three such exams right now that are available
12 because of the accreditation process. I mean there -
13 it's almost like taking an SAT.

14 MR. TYNAN: It's like SafeServe is the name
15 of it.

16 DR. HOLLINGSWORTH: Well there's two of
17 them, ServeSafe is the one that the restaurants offer
18 and SuperSafe Mark is the one that the grocery stores
19 offer.

20 MR. TYNAN: Say the last one again, Jill,
21 I'm sorry.

22 DR. HOLLINGSWORTH: SuperSafe Mark. Kind

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1 of like Supermarket with safe in between it.

2 MR. TYNAN: The ServeSafe is for --

3 DR. HOLLINGSWORTH: Restaurants.

4 MR. TYNAN: Restaurant workers, correct?

5 DR. HOLLINGSWORTH: Right.

6 MR. DETWILER: And the other one that we
7 have kind of like ServeSafe was ProStart.

8 The idea was school vocational programs, if
9 there was something set up for them, it's one more
10 piece of certification that they can give to a --

11 MR. TYNAN: Right.

12 MR. DETWILER: -- junior or senior, who can
13 take vocational program into the industry.

14 DR. QUICK: How many people, like ServeSafe
15 - how many people are we reaching a year? Are they
16 training?

17 DR. HOLLINGSWORTH: They just trained their
18 millionth person.

19 DR. QUICK: One million.

20 DR. HOLLINGSWORTH: Yes. Not per year, but
21 that's just what they've just completed, it's how
22 many certificates --

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1 DR. QUICK: So how long have they been
2 going?

3 DR. HOLLINGSWORTH: A long time. Our
4 program, SuperSafe Mark's only been around two years
5 and we've probably certified maybe 10,000?

6 DR. QUICK: What's, okay, so they're the
7 same thing just for different --

8 DR. HOLLINGSWORTH: Right. One's for
9 grocery stores, one's for restaurants, but if you
10 look at it like - in some states every restaurant has
11 to have a trained, certified person on staff.

12 DR. QUICK: How would we interface with
13 those programs?

14 DR. HOLLINGSWORTH: What, I guess what we
15 were talking about here was more on - well, Darin's
16 approach was talking about, if we had programs in
17 place, like at the school level where people who
18 wanted to go into careers, or might be working in the
19 future in a food environment would already be trained
20 and certified and they'd know the basics.

21 DR. QUICK: Right.

22 DR. HOLLINGSWORTH: So that's kind of where

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1 that discussion was going.

2 DR. QUICK: We were out in Montana about
3 two weeks ago doing a HACCP for an American Indian
4 tribe, and we had - half of the people there were
5 from restaurants, and we're teaching them how to do
6 basic HACCP programs.

7 Would that fit into that? Sanitation and HACCP?

8 DR. HOLLINGSWORTH: Well, things your
9 average restaurant worker doesn't really - isn't
10 going to understand or know or need HACCP.

11 DR. QUICK: These were all managers, that
12 were designing --

13 DR. HOLLINGSWORTH: Managers?

14 DR. QUICK: They were designing HACCP
15 programs for establishments.

16 DR. HOLLINGSWORTH: For their restaurants?

17 DR. QUICK: Right.

18 DR. HOLLINGSWORTH: Yes, I would say that
19 the HACCP programs that are used in restaurants and
20 retail are somewhat different than processing.
21 Because you don't have the same kind of - you don't
22 have a systematic way of looking at all of your CCPs

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1 and what are your kill steps.

2 DR. QUICK: Okay.

3 DR. HOLLINGSWORTH: It's just a lot
4 different environment.

5 You can use the principles. It's hard to adapt
6 it. In restaurants, if you have a kill step at least
7 you can use cooking as your kill step.

8 DR. QUICK: Right.

9 DR. HOLLINGSWORTH: In a grocery store it's
10 real hard.

11 CHAIRMAN GOVRO: I'm seeing two ideas come
12 out here. One is sort of what I was referring to
13 which would be something - a module - some sort of
14 self-study module that USDA could create to give to
15 the plants and say "Here, use this as you will."

16 The other would be perhaps to create a training
17 module to give to high schools to offer as some sort
18 of a credit that they would come out of high school
19 with.

20 If you grew up in Topanish, Washington, where
21 the biggest employer in town is Washington Beef, that
22 employees 600 people in their plant - maybe if the

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1 high school offered that course and that would give
2 you an in to being employed there, maybe that would
3 be attractive.

4 MR. DETWILER: Well that's what a lot of
5 districts are doing, is they're trying to listen to
6 the needs of the community in terms of what is their
7 financial base and if it is a financial base that is
8 strongly aligned to an agricultural product, then you
9 see those programs grow and grow in those districts.

10 This could be that kind of a thing. Something
11 that is somehow, I'm not saying that we necessarily
12 create the whole thing or even offer the whole thing,
13 but maybe there's some collaboration in terms of this
14 is the basic elements that we see need to be in there
15 and you pass - you do this, you pass this, you get
16 the certification and it could be done at the high
17 school level or in the voluntary, already within the
18 industry level somehow, I don't know.

19 CHAIRMAN GOVRO: I see these questions as
20 really as FSIS asking us to brainstorm and throw some
21 ideas on the table. Obviously budget limitations and
22 resource limitations that are going to affect whether

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1 or not you employee these ideas but I say let's throw
2 them out there and --

3 MR. TYNAN: One thing this morning we had
4 talked about, we do the workshops, we're doing web
5 casts, and we're trying to do the virtual center.
6 What of those things can and should we be doing?

7 DR. HOLLINGSWORTH: I think despite our
8 idea of prioritizing it sounds to me like what we're
9 doing, although we're bouncing around a bit, is
10 coming up with a mixture of ideas that would fit into
11 the category that we called education versus the
12 category we called training versus the category that
13 we called outreach.

14 CHAIRMAN GOVRO: Yes.

15 DR. HOLLINGSWORTH: So at some point we may
16 want to try to organize which is which, but --

17 MR. TYNAN: That would be nice.

18 DR. HOLLINGSWORTH: It's just like we're
19 all over --

20 (Laughter).

21 MR. TYNAN: We're clearing a way though.

22 CHAIRMAN GOVRO: Okay.

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1 MR. TYNAN: Well ideas, we've talked about
2 a lot of - not labor intensive - but ones that
3 require a firm amount of manpower. When we were
4 talking about the outreach workforce, that was a lot
5 of problems since there were --

6 DR. HOLLINGSWORTH: Because --

7 MR. TYNAN: -- there were things related to
8 technology that we could build in.

9 Mike, you mentioned, made a comment this morning
10 and I don't recall, if you were kind of were saying
11 there's a lot of plants out there that do not have
12 web capability? Or there's very few, now, that don't
13 have web capability.

14 CHAIRMAN GOVRO: Well, somewhere in here it
15 says that, we're using internet technology and so
16 forth to get information to the plants, but there are
17 many - I think the statement was - there are many
18 small plants that don't have that capability. My
19 perception is that there are not very many that
20 don't.

21 DR. QUICK: There are not, oh that don't.
22 I thought that's what you said.

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1 CHAIRMAN GOVRO: Yes, I don't think there's
2 very many people that are --

3 MR. TYNAN: I agree that it's a very small
4 group that--

5 DR. HOLLINGSWORTH: Everybody has a
6 computer.

7 CHAIRMAN GOVRO: That are not on the
8 internet. I think almost everybody's on the
9 internet, and in five more years everybody's -- who,
10 what business doesn't have a computer?

11 DR. QUICK: In California you can't file
12 taxes as a business --

13 CHAIRMAN GOVRO: Yes.

14 DR. HOLLINGSWORTH: -- without a computer.

15 DR. QUICK: It has to be electronic.

16 CHAIRMAN GOVRO: Yes.

17 DR. HOLLINGSWORTH: I mean I can't --

18 DR. QUICK: Because the Chamber of Commerce
19 says 95% of small, very small business have internet.

20 DR. HOLLINGSWORTH: Yes.

21 MR. TYNAN: If they don't have it in their
22 business they have it in their homes.

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1 CHAIRMAN GOVRO: Right.

2 MR. TYNAN: One way or the other.

3 CHAIRMAN GOVRO: And my thought was that
4 the internet is the most cost effective way to blast
5 information out to everybody. You don't have to have
6 them come to a workshop. You can get it to them, and
7 I think if you do that wisely, it's a tremendous way
8 to get the information out there cheaply.

9 MR. TYNAN: Why is that? Because there's a
10 lot of garbage on the internet.

11 CHAIRMAN GOVRO: Yes.

12 DR. BAYSE: That's right. As Mark was
13 about to confess.

14 MR. SCHAD: Well no, I was just saying on
15 that web cast thing – now, first of all the *E. coli*
16 workshop I went to I found out about it a week ahead
17 of time. Now, and I got a computer, access to the
18 internet, and all that good stuff. Now, if somebody
19 came to me a week ahead of time and said "Well you
20 know what Mark, there's going to be we web cast
21 available on this workshop next week."

22 Got a computer? Yes. Access to the internet?

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1 Yes. I would say, okay now what? Now what do I do?
2 Because I can do the e-mail, a little bit of word
3 processing, I can get on the internet, but you said
4 web cast, I don't know what to do.

5 DR. HOLLINGSWORTH: You know one thing that
6 we did with a group of internationals and we were
7 trying to do a web cast and it just wasn't working -
8 is we actually just sent everyone a PowerPoint
9 presentation over the e-mail and we just did an 800
10 call in.

11 Now, it's not as sophisticated as the web cast
12 but the beauty of it was everyone knew how to do
13 conference calls. Everyone could open up PowerPoint.
14 So what they did was say all they had to is sit at
15 their home computer, they didn't need the internet.
16 They just opened up the PowerPoint slides and they
17 put on their speakerphone and we went slide one.
18 They could see the slides and the voice talked and
19 went go to slide two. It was very simple. It was
20 not nearly as technically, technology advanced as the
21 web cast, but for the group of people we were dealing
22 with, a conference call and PowerPoint slides were

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1 what they could handle. It worked quite well.

2 MR. DETWILER: You know, in terms of
3 technology, one thing I've seen in terms of being
4 quite effective with the technologically not-so-sound
5 kinds of people, is that you can within a PowerPoint,
6 embed a hyperlink to a streaming video, and then --

7 DR. QUICK: You've just lost 90% of your
8 viewers.

9 DR. HOLLINGSWORTH: You can but it won't --

10 MR. DETWILER: With that sentence --

11 DR. QUICK: But again they have to be on
12 the internet.

13 MR. SCHAD: Yes, with that sentence, cut --

14 MR. DETWILER: -- but if they can open up a
15 PowerPoint then they can --

16 DR. QUICK: Yes.

17 MR. DETWILER: -- then automatically boom,
18 there's the streaming video. They don't have to know
19 anything about lining up for a web cast kind of
20 thing.

21 DR. QUICK: I think that's one of the
22 things about the things about the web cast when we're

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1 looking at it, is our number one defining element is
2 was keep it simple.

3 DR. HOLLINGSWORTH: Yes.

4 DR. QUICK: If it's not simple, and the
5 first two out of the gate were a little bit
6 difficult, but we had to learn it ourselves. If it's
7 not simple we just decided we couldn't use it.

8 DR. HOLLINGSWORTH: I'll tell you a
9 technology thing --

10 MR. SCHAD: But--

11 DR. HOLLINGSWORTH: I'm sorry.

12 MR. SCHAD: -- but maybe another way to use
13 the web cast is though, go back to the universities.
14 See, a week before the *E. coli* workshop --

15 DR. QUICK: Extensions --

16 MR. SCHAD: -- you know say, I heard from
17 Ohio State say, okay, we're going to do a web cast,
18 in Columbus, Ohio, Friday. I'll be there. Let the
19 Ohio State graduate students set it all up.

20 DR. HOLLINGSWORTH: Yes.

21 (Laughter).

22 CHAIRMAN GOVRO: A satellite -- FDA does

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1 satellite broadcasts and we have a satellite at our
2 office and when FDA does a broadcast our staff comes
3 in and sometimes people, USDA comes in from the local
4 Salem office there. But what I would like to see in
5 terms of the web would be sort of a hybrid of what
6 you're talking about where you would go to a site,
7 you would click a button that says start and you've
8 talked about these interactive CD-ROMs. Why not just
9 put the content of the CD-ROM on the internet.

10 So you hit start and it goes through and then
11 when you get through that screen somebody's talking
12 to you, you've got visuals right there, you hit next,
13 it goes to the next one. You can put quizzes in
14 there, simple two, three questions at the end of a
15 unit so they make sure people understand, kind of
16 like FDA is doing with the OREU training units.

17 I just - there's just a ton of ways to go about
18 this.

19 DR. HOLLINGSWORTH: Well actually you can
20 do e-learning. The SuperSafe Mark training that we
21 have for retailers is now available online.

22 CHAIRMAN GOVRO: Right.

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1 DR. HOLLINGSWORTH: You can go into it,
2 there's both – there's a one-hour course and there's
3 an eight-hour course. You choose which one you want,
4 and if you do the eight-hour course, of course you
5 don't have to it in eight hours. You can stop and it
6 remembers who you are and you can pick up where you
7 left off, but it – ours is done almost like with
8 cartoon characters and they're running through the
9 store and they show you a problem and then they ask
10 you a question and you can choose from multiple
11 choice. It's really, it's kind of fun.

12 DR. QUICK: That's pretty cool

13 MR. TYNAN: That may be where, going back
14 to --

15 DR. QUICK: You can just start and stop
16 when you want to.

17 DR. HOLLINGSWORTH: Yes. Doing that and
18 then when you've completed it, we can tell you how
19 well you scored and as you're answering questions
20 going through it, it tracks your score and then at
21 the end you get another test to see, did you retain
22 and learn stuff and then it tells how well you did

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1 and --

2 CHAIRMAN GOVRO: Right.

3 MR. DETWILER: I just took three courses
4 from the University of Massachusetts, and it was all
5 completely over the internet.

6 DR. HOLLINGSWORTH: Yes, that's e-learning.

7 MR. DETWILER: It was very easy to do and
8 it was the kind, you had your password, you go in and
9 you went right back to where you left off and there
10 were various vehicles of communication, and there was
11 e-mail to a consultant.

12 So if you had a specific question within the
13 thing, there was someone you could just, with a link,
14 send off an e-mail, "What did you mean by that last
15 paragraph on slide three?" Then that response was e-
16 mailed back to you, within, I don't know, 24, 48
17 hours, whatever.

18 MR. TYNAN: I'm just going to talk about
19 something we talked about earlier which was hiring,
20 and I can't recall who made the comment, about hiring
21 some outside people to do the training.

22 These kinds of things are probably beyond the

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1 sophistication that we have in the agency. We've got
2 some very computer literate people, but I don't think
3 they're into making educational CDs to the extent
4 that -- I have thought that --

5 DR. HOLLINGSWORTH: I wanted to --

6 DR. QUICK: I want to say, though, there is
7 New Mexican -- I'm sorry.

8 DR. HOLLINGSWORTH: No, go ahead.

9 DR. QUICK: A lot of our cooperative
10 agreements, as Mary said today, we're looking through
11 those to see what's already been developed on the
12 state ends.

13 We're finding New Mexico state was a perfect
14 example of things like Jill described, of cartoon
15 characters, with lamb slaughter for American Indian
16 tribes.

17 It was pretty sophisticated stuff. It may have
18 to be updated, but we can put that stuff on the new
19 intra/extranet.

20 MR. TYNAN: So you, you're suggestion is
21 utilize cooperative agreements to get these things
22 done?

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1 DR. QUICK: I think where, when possible,
2 sure.

3 DR. HOLLINGSWORTH: And Robert, as opposed
4 to just interactive CD-ROM, I think maybe the more
5 generic term is e-learning. That way it captures
6 both online, internet, CD-ROM.

7 CHAIRMAN GOVRO: Obviously they've done
8 some of this already but I think that's just the way
9 to continue.

10 DR. HOLLINGSWORTH: Right.

11 CHAIRMAN GOVRO: It's a great resource.

12 DR. HOLLINGSWORTH: The other thing I -
13 this is going way off the deep end here but, when
14 there is a really big critical, crisis issue, I will
15 have to say I never saw USDA do such a good job of
16 getting out information as they did on the BSE issue.

17 Now I know you can't always get on C-SPAN,
18 there's probably a waiting list.

19 (Laughter).

20 DR. HOLLINGSWORTH: And teaching proper
21 hand-washing probably isn't going to make it on
22 national TV.

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1 But I do think the whole idea of when there is
2 an issue that is that important or that critical,
3 that model was an excellent one. If we're looking at
4 crisis types of communication, or even delivering
5 information or training.

6 I don't think that's part of the routine stuff
7 maybe that we're addressing here, but I do think that
8 it's worthy of note that I've never seen USDA get
9 messages out so well, ever, as they did over what was
10 supposed to be my Christmas holiday.

11 MR. TYNAN: How will I capture that as an
12 issue, I can't --

13 DR. QUICK: Well let me throw out something
14 on the emergency side, maybe as fits with what Jill's
15 saying.

16 We're looking into the possibility of an
17 extranet that would link up to our industry/consumer
18 partners. Would they use something like that, for
19 emergency communications and channels? If it was
20 easy to get into?

21 DR. HOLLINGSWORTH: An intranet? Yes, I --

22 DR. QUICK: Extra. Extra.

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1 DR. HOLLINGSWORTH: Extra.

2 DR. QUICK: Intra would be within the
3 department and the agency. Extra would be for your -
4 -

5 DR. HOLLINGSWORTH: I think it might, I
6 think what won't work is saying go to our website. I
7 think - first of all I think people are getting tired
8 of being told you want more information, go to the
9 website. But if --

10 DR. QUICK: This would be a user. You'd
11 have to have a password.

12 DR. HOLLINGSWORTH: Right.

13 DR. QUICK: A personal password.

14 DR. HOLLINGSWORTH: That kind of thing then
15 is specific to, here's an issue, here's information
16 on it.

17 DR. QUICK: Right.

18 DR. HOLLINGSWORTH: I think - my personal
19 feeling is I think it would be used.

20 CHAIRMAN GOVRO: I just want to throw in,
21 kind of to answer your question. Talking about going
22 outside for the development of some of this

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1 information. FDA's done that with their OREU, they
2 went to a company called Eduneering.

3 MR. TYNAN: Yes.

4 CHAIRMAN GOVRO: The only hitch there that
5 I don't see working in this instance is that they -
6 Eduneering developed it with the understanding that
7 they could sell the product to industry, but it would
8 be provided to regulators for free, and that's - that
9 was the deal. That it, got it free to government
10 employees and you have to log in and verify that
11 you're a government employee, but --

12 MR. TYNAN: I remember that but they had
13 some special deal at FDA that allowed them to do that
14 but I don't think we have available as well.

15 CHAIRMAN GOVRO: Yes.

16 MR. TYNAN: Gratos or something, I don't
17 know, some kind of an agreement.

18 CHAIRMAN GOVRO: On the other hand you
19 might just be able to pay them, hire them and pay
20 them enough money to make it worth doing. I don't
21 know what it would take, but clearly they were
22 looking for residuals on that OREU.

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1 DR. HOLLINGSWORTH: Yes.

2 MR. TYNAN: I wonder if they ever got their
3 money out of their investment?

4 CHAIRMAN GOVRO: I don't know, that's a
5 good question.

6 MR. TYNAN: I met the guy from Eduneering
7 and they were very, very capable.

8 CHAIRMAN GOVRO: Right.

9 MR. TYNAN: Glad you reminded me.

10 CHAIRMAN GOVRO: Yes, we're getting real
11 good feedback on the module stuff the people are
12 using.

13 DR. HOLLINGSWORTH: I note, too, then, when
14 Canada had their BSE case, they did daily call-ins
15 and perhaps that whole concept and again if you're
16 trying to outreach to those people who don't have a
17 lot of technology – if you had a scheduled or set
18 time for conference calls and people could call in
19 and listen to a briefing.

20 I don't think you want to make it so routine
21 that you just fill it up with garbage just to fill
22 the hour or whatever. If there was something that

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1 was happening or a new directive – let's say there
2 was a new directive and you wanted to get information
3 out.

4 You say we're going to do a briefing on this
5 everyday this week at 3:00. You can call in and hear
6 the briefing. Something like that and, again,
7 particularly for those very, very small operators who
8 are only going to probably listen in for an hour, but
9 at least they'll get information or know that there's
10 something new happening.

11 CHAIRMAN GOVRO: Good. I like it.

12 MR. TYNAN: One of the things that we
13 talked about before is we get the people to come to
14 the workshops that probably need it least.

15 So Mark comes. We're not, Mark isn't doing
16 stuff we really have to worry about.

17 (Laughter).

18 DR. HOLLINGSWORTH: Mark, are you?

19 MR. TYNAN: At least I don't think we are.

20 MR. SCHAD: I can do whatever I want to.

21 (Laughter).

22 MR. TYNAN: Having said that, how do we

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1 encourage people to come to these things? So we get
2 all these things on the internet, we do all this
3 stuff. Is it sort of --

4 DR. HOLLINGSWORTH: Kind of an incentive.

5 MR. TYNAN: -- if we build it they will
6 come or is there some way to --

7 MR. DETWILER: Speaking from the mind of an
8 educator, I know that one thing that brings educators
9 to situations like that is clock hours.

10 If completing some type of module or modules and
11 taking some type of final something or another, or
12 completing something or another, meant that you
13 earned some type of a credit hour --

14 DR. HOLLINGSWORTH: CEUs.

15 MR. DETWILER: CEU, yes, exactly. You will
16 get educators that will take advantage of that.

17 They may take out of it various things, but it
18 might be an educator that brings some of this back to
19 a Home Ec class or a ProStart food safe class or a
20 math or science class.

21 DR. HOLLINGSWORTH: But what incentive do
22 you give to a plant manager?

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1 MR. DETWILER: Yes. They have no need for
2 CEUs, then.

3 MR. SCHAD: That is a very tough one. But
4 I think one thing that can help on that is the joint
5 communication or the joint training part.

6 DR. HOLLINGSWORTH: If you tell them the
7 inspector's going to be here, or you mean taking the
8 training to them?

9 MR. SCHAD: No, if, like my comment there
10 about having front-line supervisors there.

11 DR. HOLLINGSWORTH: Right.

12 MR. SCHAD: Now, a lot of people would say
13 there's no sense in going because I got all this good
14 information, but when I got back to the plant, the
15 front-line supervisor said I didn't know - I don't
16 know what you're talking about.

17 DR. HOLLINGSWORTH: Right.

18 MR. SCHAD: You're going to do it this way,
19 I don't care what those people in D.C. told you,
20 you're going to do it this way. So a lot of people
21 see that as why should I have gone? It was a waste
22 of time, so I'm not going to them anymore.

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1 I think then one thing that you could, if we
2 could do that, that would say well, now it was a
3 point for me going. I learned something that could
4 help me in my daily operations in dealing with meat
5 inspection.

6 DR. HOLLINGSWORTH: That's a good point
7 because we even have situations, and I deal more at
8 the retail level of course, but we'll have situations
9 where a headquarters management company will call or
10 even a store and say our inspector's here.

11 Now it may be a state or an FDRU, APHIS, they'll
12 say, our inspector's here and he told us we have to
13 such and such but we thought we could this and this
14 and this? Do you know? I'll say wait a minute, and
15 I'll either go get some reg, or get some directive or
16 get someone on the phone and we'll get the answer and
17 they'll say, well hold on, let me put them on the
18 phone with me.

19 It's really awkward, because here now I've got a
20 government or a state inspector and the plant manager
21 who want me to get them on the phone together to get
22 them the information they both need at the same time.

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1 The concept is a good one. If the plant manager and
2 the inspector hear the same interpretative message at
3 the same time, then for one thing no one seems to get
4 their feelings hurt.

5 MR. SCHAD: Right.

6 DR. HOLLINGSWORTH: And no one is like see
7 I told you so. It usually ends up being, oh, okay,
8 we got it, we got it, thank you. Problem solved.

9 CHAIRMAN GOVRO: Back to the subject of
10 conference calls. When say a new directive comes
11 out, if you had an e-mail list of all the plants and
12 you could send them a blurb that said two weeks from
13 today there's going to be a one hour conference call
14 on the new directive number such and such to discuss
15 it, explain it and answer your questions, who ever
16 wants to.

17 I don't know what your line limitation would be
18 in terms of how many people you could get dialed in
19 at one time.

20 DR. HOLLINGSWORTH: You could do it by
21 state or region, I would think.

22 DR. BAYSE: There's a lot of --

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1 CHAIRMAN GOVRO: If you, if they were
2 interested, they'd dial in. And if they thought they
3 understood it well enough, they probably wouldn't, or
4 if they didn't have enough time, that --

5 DR. QUICK: Do you see a role for the
6 associations? Trade associations in this? And
7 getting their members out?

8 DR. HOLLINGSWORTH: Well, we can get
9 information out to our members, I think that there's
10 a couple of issues that will come up.

11 One is that, and we've seen this before, the
12 very tiny companies - the ones you're trying to reach
13 usually don't, or often don't belong to associations.

14 DR. QUICK: Right.

15 DR. HOLLINGSWORTH: So they don't get
16 reached. It's the big guys who do get, or the very
17 active members, who get reached.

18 The Trade Associations would be happy to
19 organize calls or even meetings or conferences.

20 DR. QUICK: Right.

21 DR. HOLLINGSWORTH: They'll never be the
22 ones who want to deliver the message, because then

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1 they don't want to be held accountable if it's
2 misunderstood. But as far as getting messages out
3 they can, but only to their membership.

4 CHAIRMAN GOVRO: Right.

5 DR. HOLLINGSWORTH: It's very hard for us
6 to know or reach grocery stores that aren't members.
7 Because we don't have - I mean other than going
8 through phone books and things, directories to reach
9 them.

10 CHAIRMAN GOVRO: So you could use the
11 associations to kind of bang the drum but you
12 wouldn't want to depend on it to get to everybody on
13 its way.

14 MR. TYNAN: So, what --

15 DR. HOLLINGSWORTH: We can get to a clump
16 or a bunch of people, but not everyone.

17 CHAIRMAN GOVRO: Right.

18 MR. TYNAN: I'm sorry, I kind of departed
19 right in the middle of one of your sentences, but you
20 were talking about conference calls.

21 CHAIRMAN GOVRO: Right.

22 MR. TYNAN: Again, having a, sort of a

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1 better database of perhaps e-mail addresses--

2 CHAIRMAN GOVRO: Right.

3 MR. TYNAN: -- when you push something out,
4 and your comment was how many folks we could have on
5 a --

6 CHAIRMAN GOVRO: Right. I didn't know how
7 many, what's your limitations for the number of
8 people that could call in on it, on one call.

9 DR. HOLLINGSWORTH: And maybe you wouldn't
10 want one --

11 MS. BLUMBERG: I know we have ones that
12 have had about 175.

13 DR. HOLLINGSWORTH: Yes.

14 MS. BLUMBERG: I mean I don't know how,
15 about how, I mean --

16 DR. HOLLINGSWORTH: But we'd be talking
17 6,000.

18 MS. BLUMBERG: Right.

19 CHAIRMAN GOVRO: But that's again, we're
20 trying to reach the 6,500 plants --

21 DR. HOLLINGSWORTH: But I think if you did
22 it by state or area or region, then you could

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1 probably do it.

2 I don't think you'd want everyone anyway,
3 because then you'd never have people be able to ask
4 questions.

5 CHAIRMAN GOVRO: Or maybe you have the
6 conference call, you take the first 175 that you get,
7 and then you post it on your website so that they can
8 click on it and listen to it if they didn't get in on
9 the call.

10 DR. HOLLINGSWORTH: Of course then - I
11 don't know - I keep going back to one of our earlier
12 ideas that if FSIS had the team to actually go to the
13 plants you'd solve a lot of that problem.

14 MR. TYNAN: I'm sorry, say that again,
15 Jill, I didn't hear you.

16 DR. HOLLINGSWORTH: Going back to the idea
17 of the outreach inspector - outreach employees - the
18 OZ people, whatever we call them.

19 DR. QUICK: Going to the plant?

20 MR. DETWILER: You missed that.

21 DR. HOLLINGSWORTH: You missed that
22 discussion, yes.

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1 DR. QUICK: I'm seeing dollar signs go by.

2 CHAIRMAN GOVRO: Yes.

3 DR. HOLLINGSWORTH: Well, we talked about
4 the cost versus effectiveness though.

5 DR. QUICK: Right.

6 DR. HOLLINGSWORTH: If you had --

7 MR. TYNAN: How many did you say, 400? We
8 were going to have --

9 (Laughter).

10 DR. HOLLINGSWORTH: We said 50 max.

11 DR. QUICK: Bring me the FTEs. I love it.

12 DR. HOLLINGSWORTH: Probably less.

13 MR. DETWILER: We were blue skying it.

14 DR. QUICK: I love it.

15 DR. HOLLINGSWORTH: It was if you had
16 actual training, a training staff, or an outreach
17 staff whose job it was.

18 They would be assigned to a state or maybe
19 multiple states and their job would be to go around
20 and do training. Particularly for the under
21 represented populations, the Indian Tribal units,
22 they would go to all of the small plants. They would

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1 run the workshops within the state for people who
2 could make it to a workshop.

3 But they would be responsible for making sure
4 every industry or every federal plant in that state
5 or their zone got the same training.

6 We decided you could do it with 50 or less
7 people.

8 (Laughter).

9 DR. QUICK: Without that type of workforce
10 is there an alternative to that? Somebody mentioned
11 extension today?

12 DR. HOLLINGSWORTH: Yes, we talked about
13 all kinds of alternatives.

14 DR. QUICK: You do go through all that?

15 MR. SCHAD: On that outreach person, let's
16 look at it another way.

17 If the plants are more informed with the
18 directives and what their expectations are, wouldn't
19 there be less numbers as far as the inspection
20 workforce needed.

21 I'm not talking about firing a bunch of
22 inspectors, but as you loose them to attrition,

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1 retirement, and whatever.

2 DR. QUICK: That's a good question.

3 MR. SCHAD: Maybe it will pay for itself -
4 I don't know that, just a thought.

5 DR. HOLLINGSWORTH: If they can put 60
6 people in the tech service center, I don't think 50
7 FTEs would be that much for the agency. If it
8 covered all of your industry training needs, and all
9 of your outreach.

10 And also did training like we said, for even
11 consumer groups, under represented groups.

12 MR. GOVRO: We're having a great
13 conversation but we're - we have one hour left and I
14 would suggest that maybe we take a look at question
15 number two, see if it differs in any way from any of
16 the information that we have come up, and if so
17 devote a little time to that, and I then I think
18 we're going to need to come up with a work product to
19 present tomorrow. So, how can we --

20 DR. QUICK: We can always put something
21 there --

22 MS. BLUMBERG: I've got a four piece --

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1 DR. HOLLINGSWORTH: That's fine, that's
2 good.

3 CHAIRMAN GOVRO: Maybe we'll just turn in
4 whatever you've written.

5 (Laughter).

6 MS. BLUMBERG: I don't know about that.

7 MR. DETWIELRER: I still think that one of
8 the questions though is there, is how do you - I
9 don't want to say convince, but how do you motivate
10 certain people to go to these trainings?

11 I don't know if there's some kind of a points
12 kind of thing, but this same issue came up at my
13 school in which there was training being offered they
14 wanted everyone to go to it. The idea was that that
15 there was computer points, and the more - the higher
16 the percentage of your staff that went to this
17 training, the more computer points you got in terms
18 of software, and hardware, and support available.

19 I don't know if there is some kind of a -
20 something along that line that the larger the
21 percentage of people in your workforce that takes
22 advantage of certain training then - I don't know,

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1 you get a red instead of a blue star, or you get
2 three instead of four stars, or whatever it is. You
3 get 10% off instead of having to pay full price for
4 some - I don't know what it is.

5 MR. TYNAN: We give you a pass on an
6 enforcement action.

7 (Laughter)

8 CHAIRMAN GOVRO: Yes, we look the other way
9 once every year or so.

10 MR. SCHAD: Eliminate three, get out of an
11 NR --

12 DR. HOLLINGSWORTH: Yes.

13 (Laughter).

14 DR. BAYSE: That was Robert Tynan who said
15 give them a pass.

16 (Laughter).

17 MR. TYNAN: How would you say, do not pass
18 go, do not collect \$200.

19 MR. DETWILER: I don't know if there is
20 such a thing, but I think if you look at the idea of
21 the larger percentage you have taking advantage of
22 this, there is some benefit to your company.

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1 MR. TYNAN: That was the point I was trying
2 to make before. You sort of can put all this stuff
3 out there and it can be excellent stuff, but the
4 people that need it, trying to get them to come and
5 take advantage of it. There's got to be some -
6 what's in it for me kind of thing, so if we could
7 explore that a little bit better.

8 DR. HOLLINGSWORTH: The idea of incentives
9 --

10 DR. QUICK: Have we discussed the, a needs
11 assessment here. If the customer doesn't want the
12 product, it seems to me we need to discuss - is it a
13 relevant product we're putting out there?

14 MR. SCHAD: I think it's a relevant product.

15 DR. QUICK: What is relevant

16 MR. SCHAD: Well --

17 DR. QUICK: -- to the folks out there that
18 they would come to these things.

19 MR. SCHAD: Even though I have been
20 critical somewhat of the workshops, I am glad I went
21 and there's people that did not go, and I think they
22 are crazy for not going.

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1 I've got the same question. There's some plants
2 out there that have an excuse not going.

3 DR. QUICK: Ignorance is bliss.

4 MR. SCHAD: I don't know what. What?

5 DR. QUICK: Ignorance is bliss, yes.

6 DR. HOLLIGNSWORTH: I think too that,
7 because it's even hard - I am having trouble,
8 struggling, imaging what would be an incentive
9 program.

10 I think that part of the problem is that, if
11 you, if I was a very small plant operator and only
12 had six employees and I know there's a workshop or a
13 training that I could either take time off or take
14 one of my employees off the job and go do it, and pay
15 to travel and everything else, and I don't have that
16 money - my idea is I'll just sit and wait till the
17 next time the inspector is here I'll ask him, and he
18 will tell me what to do.

19 MR. SCHAD: Right. Just tell me what to
20 do.

21 DR. HOLLINGSWORTH: Just tell me what to
22 do. Is there something different, are you going to

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1 take a sample different, do I need to hold something
2 when you take a sample it? Just tell me what to do.

3 So the incentive won't be there for that person
4 to try to take away from their time, be it money,
5 resources, whatever, to go and hear about something
6 when they're just going to sit and wait for that
7 inspector just to tell them what to do.

8 MR. TYNAN: So that may be the impediment
9 for them going, is finding the time, or the money to
10 get there.

11 DR. HOLLINGSWORTH: I don't think it's --

12 MR. TYNAN: So it isn't that they don't
13 care, it's just they can't get there.

14 DR., HOLLINGSWORTH: Well, yes, it's not
15 that they don't care. Because if they don't care,
16 and they don't do it, then they'll be shut down.
17 There'll be some penalty for not doing the right
18 thing, but I think there is no incentive for them to
19 spend the resources, when somebody is going to come,
20 the inspector, and tell them what they have to do.

21 MR. TYNAN: So the issue is trying to get
22 the outreach, or the training, or whatever we decided

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1 to call it, to them.

2 DR. HOLLINGWORTH: I think so.

3 MR. TYNAN: So if I bring it to them --

4 DR. HOLLINGSWORTH: Unless you can think of
5 an incentive, but I am really struggling with one.

6 MR. TYNAN: So if I bring it to them and
7 make it available, I thought your old mother used to
8 say is you can bring a horse to water, you can't make
9 them drink. At least if you put the water underneath
10 their nose at least they're likely to have a snort.
11 What do you think?

12 DR. HOLLINGSWORTH: I do think that time
13 and money are a barrier for a small fund operation.

14 MR. DETWILER: What if we made the training
15 free?

16 DR. HOLLINGSWORTH: It is free.

17 DR. QUICK: It is free.

18 (Laughter).

19 DR. HOLLINGSWORTH: What if we charge for it
20 and they think they are missing something?

21 (Laughter).

22 DR. HOLLINGSWORTH: No I think time and

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1 money, the time is - the time and money is to take
2 the employees off the job, having to - a small
3 company may have to literally stop operation or try
4 to do it on a Saturday and then that employee wants
5 to be paid on a Saturday.

6 MR. SCHAD: A lot of small companies are
7 working six days a week. Production is five days a
8 week and they are open for retail on Saturday.

9 DR. HOLLINGSWORTH: Or they operate during
10 the day and do cleanup at night?

11 MR. SCHAD: Yes, right.

12 DR. QUICK: I hear you saying they may not
13 think there is any consequence for not knowing the
14 regs or not knowing the policies.

15 DR. HOLLINGSWORTH: No, no.

16 DR. QUICK: Is that not --

17 DR. HOLLINGSWORTH: No, they know there's a
18 consequence, but they know their inspector will tell
19 them what it is they have to do.

20 The inspector is not going to go into the plant
21 and say there is a new directive, and I'm not going
22 to tell you what it is, I'm just going to penalize

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1 you. So they know they're going to be told what they
2 have to do.

3 DR. BASYE: This is - this may be not
4 directly related, you may be aware that NIH is kind
5 of a list server. Every week something new from the
6 literature or some presentation, and you can sign up
7 for health, women's diabetes, heart disease,
8 whatever. You just flip through it and if you want
9 it your keep it, print it off, and if you don't, you
10 don't.

11 I don't know if directives could be sent out
12 like that so at least at the managerial level, if the
13 manager saw something. Because they mentioned this
14 morning, all the different questions and somebody
15 said, why don't you make a book of the questions and
16 answers. So is there some way to --

17 DR. QUICK: Well the thought about the
18 extranet for industry and others out there, is that
19 you would have a resource center with all of those
20 things in there that you could do the CD-ROM where
21 you're pulling it up and doing a course on this that
22 tells you about *E. coli*, the *E. coli* directive.

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1 Something like that, it would be a comprehensive
2 resource center.

3 DR. BASYE: I think that sounds right.

4 DR. QUICK: The paper side I know is
5 prohibitive because would cost so much. The regs
6 alone are a \$120, I think.

7 DR. BASYE: Well these things are like a
8 Reuters, one page, or an abstract and it gives you
9 the links if you want to pursue it.

10 DR. HOLLINGSWORTH: Well, part of the
11 problem too is, is that the *E. coli* book there,
12 Darin?

13 MR. DETWILER: Yes.

14 DR. HOLLINGSWORTH: If you printed that up
15 for every plant and sent it out, I guarantee you a
16 small plant operator/owner is going to look at that
17 and go, I'll wait till the inspector comes.

18 DR. QUCIK: Still, back to that.

19 DR. HOLLINGSWORTH: They'll say, I got this
20 in the mail, tell me what I need to do. Tell me how
21 it's going to change my business, my operation.

22 They'll do whatever they are told, they'll do

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1 whatever is required, but I can't imagine a small
2 plant operator getting that book and even reading it.

3 MS. BLUMBURG: But if they got it --

4 DR. HOLLINGSWORTH: Well you did.

5 (Laughter).

6 DR. HOLLINGSWORTH: But you're the
7 exception.

8 DR. BAYSE: If you got it once a week, or
9 several pages, and you choose something that maybe an
10 easier question you've got, for your own plant.

11 DR. HOLLINGSWORTH: Right. Maybe there
12 needs to be - well all right I'm going to brainstorm
13 it, some kind of little publication that's done and
14 sent out to all. I mean you have the address of
15 every small plant, and it's "What this means to you."

16 The *E. coli* directive, what it means to the
17 small plant operator, and you give them five bullet
18 points.

19 MR. SCHAD: Yes. Yes.

20 DR. HOLLINGSWORTH: That's it. This is
21 what you're going to do different tomorrow.

22 MR. DETWILER: Maybe at the same time,

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1 maybe there's other ways of isolating if it applies
2 to you or not. For instance, maybe it has something
3 to do with the fish industry, not so much with the
4 chicken industry, or something like that. So maybe
5 if you're putting things out, it would be like - I
6 don't know - on the extranet this week, which
7 category do you most fit?

8 If you're in the chicken industry or whatever,
9 and you're a small business, then it's what applies
10 directly to - you don't have to wade through the
11 things that just don't necessarily apply to you.

12 DR. HOLLINGSWORTH: Yes.

13 MR. DETWILER: So --

14 MR. TYNAN: Is that part of the same - I'm
15 sorry.

16 MR. DETWILER: I was going to say that -
17 pre-segregate it, before it even goes out to - on the
18 extranet, or whatever, so that the person in a small
19 plant doesn't even have to go through and wade
20 through 140 pages, they can right to the section that
21 applies to them.

22 DR. BAYSE: That is the way the NIH one is.

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1 MR. DETWILER: Right.

2 DR. BAYSE: You signed up, say for chickens
3 only, because you're a poultry --

4 MR. DETWILER: Yes.

5 DR. BAYSE: -- factory, and so, that's all
6 you get. You have a whole bunch of choices from NIH
7 and then you skim through and then even under that
8 doesn't --

9 DR. QUICK: That's interesting.
10 Electronically we have that now with the subscription
11 service, where you sign up for -- with the extranet we
12 could do that. Where it would shoot you any, only
13 the things that are relevant to you. It will go
14 straight to your e-mail box.

15 DR. BAYSE: Okay.

16 DR. QUICK: That - I mean, that's
17 electronically what you just described in paper form.

18 DR. HOLLINGSWORTH: Does the agency, when
19 you have a new directive, like, let's say when the *E.*
20 *coli* directive came out, do you still have that
21 mailing where it goes to every federal establishment?
22 You still do that, all federal establishment mailing?

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1 DR. QUICK: I've got to tell you, I don't
2 know.

3 DR. HOLLINGSWORTH: So how did that
4 directive get to small plants? How did they even
5 know there was a new directive? They don't search
6 the web, they don't go to USDA's web site on a
7 routine basis, they certainly have no clue what the
8 federal register even is.

9 MR. TYNAN: Okay. I was trying to think
10 how they do that now, if it goes to the district
11 office or if it goes directly to the plant.

12 DR. HOLLINGSWORTH: Somehow, every plant
13 must know there's a new directive, right?

14 MR. TYNAN: Yes, it must go to the plant.
15 To the --

16 DR. HOLLINGSWORTH: Do you think it went
17 out to every federal establishment?

18 CHAIRMAN GOVRO: Or blast fax. We get a
19 lot of stuff from USDA on fax. Recalls and that sort
20 of thing.

21 DR. HOLLINGSWORTH: Yes.

22 MR. TYNAN: I don't think we normally do

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1 the directives that way. I think that's up to the
2 departments --

3 CHAIRMAN GOVRO: Right.

4 DR. HOLLINGSWORTH: Some of the directives
5 are pretty big.

6 I guess my thinking is that if there's
7 already a system in place, although I don't
8 necessarily want to advocate mailing and paper, it
9 just seems sort of arcane, but if particularly to
10 small plants, you already have a system to send them
11 mailings. Maybe some type of a newsletter, for lack
12 of a better word, would not be out of the question as
13 far as what this means for you as a small plant
14 operator.

15 MR. SCHAD: I think you brought up a good
16 point there, Jill. I found out about that *E. coli*
17 workshop. I was looking for something else on the
18 FSIS workshop, and then I saw it.

19 CHAIRMAN GOVRO: Just stumbled across it.

20 MR. SCHAD: Yes, I stumbled across it
21 because --

22 DR. HOLLINGSWORTH: If you weren't on the

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1 website you never would have found it.

2 MR. SCHAD: Right, and I first thought, oh
3 shoot, that's next week.

4 DR. HOLLINGSWORTH: I found out about it
5 because I'm on the FSIS constituent mailing list.

6 It's kind of - it's not good probably, that the
7 constituent mailing list, which are not small
8 businesses --

9 MR. SCHAD: Most small plants never even
10 heard of it.

11 DR. HOLLINGSWORTH: Right. So they're not
12 getting any information out. The consumer groups and
13 the trade associations are. We're not really the
14 ones who needed it. It was the small processors.
15 The small meat and poultry plants who needed it, and
16 they're not getting it. Because they're not
17 searching the website. They're not going to go to
18 the USDA website and look for that.

19 So maybe blast fax or mailings, especially to a
20 small plant is the way you're going to reach them.

21 DR. QUICK: Then if it becomes, not an
22 issue in terms of internet or e-mail access. The one

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1 thing we've been bombarded with complaint-wise is too
2 much paper, too much irrelevant paper.

3 That's why I keep going electronic, because
4 people seem to --

5 DR. HOLLINGSWORTH: Well --

6 DR. QUICK: -- if they sign up for it and
7 they want type of one pager --

8 DR. HOLLINGSWORTH: Yes. You know, though,
9 maybe one of the things that, although it would be
10 sort of more of a one time effort, but what if the
11 agency contacted every single federally inspected
12 plant, and they were able to sign up for how do you
13 want to receive your information? Do you want
14 information from us faxed to you? E-mailed to you?
15 Mailed to you?

16 Do it one time, but then from that point
17 forward, once you have that database, whenever a
18 company fills out their application form for
19 inspection, if you have a new one, they have to
20 indicate up front, how do you want to receive
21 information updates from the agency?

22 MR. DETWILER: Could they indicate

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1 languages?

2 DR. HOLLINGSWORTH: They could ask a whole
3 bunch of questions. What is it - how do you want to
4 get this information? You could even put in there
5 things like quasi-incentive, something of a threat,
6 that it's your responsibility to know when there are
7 changes or directives or information that affects
8 your business.

9 We will provide the information to you, but you
10 have to tell us how you want to get it. Then FSIS
11 has this database of - the big companies are all
12 going to say e-mail me. Little companies are going
13 to say probably either mail me or fax me, but at
14 least no one can say "I didn't get it."

15 MR. TYNAN: So we need to somehow query --

16 CHAIRMAN GOVRO: I think that's a great
17 idea.

18 DR. HOLLINGSWORTH: Do a whole database of
19 every FSIS federal plant.

20 DR. BAYSE: They wouldn't dare say I don't
21 want it.

22 DR. HOLLINGSWORTH: They can't say they

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1 don't' want it. That's what I was saying, it might
2 have to have a quasi - a threat --

3 MR. DETWILER: That's what you could check
4 --

5 DR. HOLLINGSWORTH: -- incentive piece.
6 (Laughter).

7 DR. HOLLINGSWORTH: You will get this. One
8 way or another you're going to get it.

9 DR. BAYSE: You just tell us how you want
10 it. Because I agree, the idea of mailing to
11 everybody all the time is --

12 DR. HOLLINGSWORTH: Yes.

13 DR. BAYSE: -- it's just arcane.

14 DR. HOLLINGSWORTH: But--

15 MR. SCHAD: Robert, when you threw out the
16 figure 60, did you say 6,500 plants?

17 DR. QUICK: That's only the federally --

18 MR. TYNAN: It's close, yes, it's closer
19 than I --

20 MR. SCHAD: That's what I--

21 MR. TYNAN: I think we figured out it was
22 closer, what is it, about 90%, 85-90%, are small and

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1 very small plants.

2 MR. SCHAD: You said that was only --

3 MR. TYNAN: -- that's for overall
4 production --

5 MR. SCHAD: You said that's only federal--
6 that was my question.

7 DR. QUICK: State-wise, that's only -
8 20,000 --

9 MR. SCHAD: 29,000.

10 DR. QUICK: I don't know. Is it higher
11 than that?

12 MR. SCHAD : I don't know.

13 DR. HOLLINGSWORTH: You can collaborate
14 with the states, do they want to survey their own
15 state plants, and they'll take care of the
16 distribution, or do they want you to do it? You
17 could figure all that out.

18 DR. QUICK: That's a good question. How do
19 you figure the states out?

20 DR. HOLLINGSWORTH: Once you know how to
21 contact everybody, then at least you know they're
22 getting the information.

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1 MR. SCHAD: We were talking before about
2 how to get plants to come and Mary was speaking at
3 the meeting this morning about wanting to reach state
4 plants also.

5 I'm not trying to open up a can of worms here
6 but a lot of the state plants will say, well I'm not
7 going to go to that FSIS workshop because the rules
8 aren't the same.

9 DR. HOLLINGSWORTH: Really?

10 MR. TYNAN: I'm sorry, say that again,
11 Mark?

12 (Laughter).

13 MR. SCHAD: A lot of the state plants will
14 not go to an FSIS workshop, because they'll believe
15 the rules are not the same for me, as a state plant.

16 DR. QUICK: They still have to have
17 equivalent measures, so --

18 MR. SCHAD: Yes, because I, I didn't want
19 to open up a can of worms.

20 DR. HOLLINGSWORTH: But they've taken that
21 position.

22 DR. QUICK: We still get a lot of

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1 participation from a lot of folks in state programs,
2 but I'm sure there are people like that out there.

3 I think we still have to try.

4 MR. SCHAD: Yes, well you still have to
5 try.

6 DR. QUICK: Yes.

7 MR. SCHAD: I was just trying to identify
8 all the reasons why some plants aren't doing it.

9 DR. QUICK: Yes.

10 MR. TYNAN: So I think this point we talked
11 about is, sort of, if you build it they will come
12 kind of a thing doesn't necessarily work, so we were
13 trying to explore how we might get information to
14 them or encourage them to get information or
15 whatever.

16 So I think you - we have some suggestions on how
17 we might be able to do that better. One of the
18 comments that you made, maybe - and I'll leave it to
19 Mike how we want to start to wrap it up - but one of
20 the comments you made is if I send them that book,
21 they're going to go whoops, and --

22 Is there - this is hard, but is there sort of a

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1 limitation? Is it better to have it in one page
2 things, or two page things, or --

3 Would it appeal to a plant in terms of receiving
4 information? In other words, if that book doesn't do
5 it, and we thought that was sort of a very clear and
6 concise document --

7 DR. HOLLINGSWORTH: The short version,
8 right?

9 (Laughter).

10 MR. TYNAN: The War and Peace version is --

11 (Laughter).

12 MR. TYNAN: What's sort of the counter-
13 point for plant's to go chuck it in the wastebasket,
14 and wait for the inspector to come? As opposed to
15 getting them to read it? Is there a magic way to
16 communicate this?

17 Darin -- obviously working with kids -- there is
18 ways to put stuff out.

19 MR. DETWILER: I guess the current thinking
20 is that except for pure enjoyment, the average reader
21 is not going to continue to be actively involved in
22 the reading process longer than 20 or 30 minutes.

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1 MR. TYNAN: That's got to be like 25. 20 -

2 -

3 MR. DETWILER: Yes.

4 CHAIRMAN GOVRO: For me, it's pictures.

5 MR. TYNAN: Big pictures.

6 CHAIRMAN GOVRO: If somebody sends me a
7 document that's one to two pages, I'll probably read
8 it right then, when I get it, when I open it up. If
9 you start going three or more pages, I'm going to go,
10 "I'm going to file that. I'll get back to it" and I
11 may or may not.

12 That's kind of my limit. I get a lot of e-mail
13 every day and - so, clear and concise, obviously if
14 it's something like the reassessment of the *listeria*
15 plans, that's a big deal. I don't think you're going
16 to want to put - to try to put that whole thing in
17 one to two pages. But you might put the essence of
18 it in one to two pages. Followed by a --

19 DR. QUICK: A teaser.

20 CHAIRMAN GOVRO: Yes, yes. Here's the main
21 points.

22 DR. HOLLINGSWORTH: Right, and --

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1 MR. TYNAN: An executive summary of how it
2 works.

3 CHAIRMAN GOVRO: Executive summary.

4 DR. HOLLINGSWORTH: Really. I also think
5 though, if you have something as complicated - let's
6 take the *listeria* one, that's a good example, that if
7 you have this database of how to contact everyone,
8 maybe what it is you're going to contact them with is
9 that there's a new directive on *listeria*, it will
10 affect your business operations --

11 CHAIRMAN GOVRO: Right.

12 DR. HOLLINGSWORTH: -- it is very complex
13 and here's the way we're going to be able to help you
14 understand it. Then you could list: we're going to
15 have a web cast on these days, we're going to have a
16 session in the capital city of your state on these
17 days, we're going to have these 50 outreach
18 inspectors. Someone'll be coming to your
19 neighborhood soon --

20 CHAIRMAN GOVRO: Right.

21 DR. HOLLINGSWORTH: -- with the information.
22 If it's too complex to explain --

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1 DR. QUICK: They'll be coming to a movie
2 theater near you.

3 (Laughter).

4 DR. HOLLINGSWORTH: Yes, at a movie theater
5 near you. Look at C-SPAN, we've hired them, but if,
6 if the issue, and there are going to be some issues
7 that you don't want to put in one or two pages, but I
8 think what you need to do is alert them there is an
9 issue, it's going to affect you, and now here's FSIS'
10 plan for how we're going to get you the information
11 you need to know.

12 At least you're letting them know that
13 there is something that they're going to have to be
14 aware of.

15 CHAIRMAN GOVRO: Right.

16 MR. DETWILER: Could I suggest to you that
17 we predict as - thinking in the mind of the reader
18 here - let's maybe predict some questions that would
19 arise and try to answer those questions at the end.

20 So sort of a summary, almost like - these are
21 likely questions to be asked and have, italic, here's
22 the question, and here's the response. Or here's a

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1 hyperlink or a phone number for and – for further
2 information contact kind of thing. But when you
3 predict a question that your audience might have,
4 then that really helps, because they might have a
5 question but if they don't have the resource or time
6 to go out and actually get that question answered –
7 forget it. But if we do it right there in the
8 document --

9 DR. HOLLINGSWORTH: I think one of the best
10 things FSIS has done lately is Q and A's.

11 CHAIRMAN GOVRO: Right.

12 DR. HOLLINGSWORTH: I've heard they've done
13 a good job there. They did in that *E. coli*
14 directive. A lot of it was - there was a whole
15 section on Q and A, and I think that they did a
16 pretty good job. So I would agree, I think it's an
17 effective tool and one that obviously the agency has
18 sort of gotten in the mode of doing.

19 CHAIRMAN GOVRO: Yes. I use the FDA
20 website a lot for – and I'll do a – I have to say I
21 like FDA's web page much better than USDA. I have to
22 say in all of this is that USDA's web page needs

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1 improvement. It needs to be simpler, needs to have a
2 better search engine. When I go to FDA's page and I
3 type --

4 MR. TYNAN: I do a Google.

5 CHAIRMAN GOVRO: Yes, or Google. Type my
6 words up there and it will come up with a page and I
7 can hit those little summary statements that are one
8 or two pagers that explain -- I can go to sprout
9 guidance and right there is the whole thing on what
10 FDA came out with on sprout guidance and what it's
11 going to require and where to go for additional
12 resources to delve deeper.

13 DR. QUICK: Have you tried the FSIS page?

14 CHAIRMAN GOVRO: I dread going to the FSIS
15 page.

16 DR. QUICK: When was the final time you
17 were there, though?

18 CHAIRMAN GOVRO: A week or so ago.

19 DR. QUICK: Really?

20 DR. HOLLINGSWORTH: I go all the time. It
21 is - it looks nice and it's more consumer friendly
22 but it is no longer industry friendly. It used to be

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1 more industry friendly than it is now. Now part of
2 it is the search engine stinks and I understand
3 that's being fixed.

4 DR. QUICK: Google.

5 DR. HOLLINGSWORTH: Yes.

6 DR. QUICK: One month.

7 DR. HOLLINGSWORTH: I think there are some
8 little tricks, and you may need to compare some other
9 websites, but you learn a lot of tricks. One of the
10 things that I will say is that FDA has that I like,
11 is they have their A to Z index.

12 CHAIRMAN GOVRO: Yes.

13 DR. HOLLINGSWORTH: You can click on a
14 letter of the alphabet and they've even done this
15 sort of practical - if I was trying to find
16 information on how do you label cheese, where would I
17 go? So it's under labeling comma cheese, it's under
18 cheese comma labeling, and you can find it different
19 ways.

20 MR. DETWILER: Well maybe the idea of
21 process oriented. Maybe there needs to be two
22 versions, maybe there needs to be an industry version

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1 of the website – for industry click here, and a
2 consumer version of the, and maybe a regulator
3 version, I don't know.

4 There are many places that have the access to
5 information, but organized in terms of the interface
6 of the user.

7 MR. TYNAN: Counter-intuitive to the whole
8 ego and it, I mean, the Google is more, it's more
9 intuitive, it's more what – if you get stuck --

10 DR. HOLLINGSWORTH: I think --

11 MR. TYNAN: Or perhaps if we develop that
12 virtual center, we could do ways to find that extra
13 net portion that's specifically for industry and
14 another one for extension, another one for whatever.

15 DR. HOLLINGSWORTH: Well, and I think what
16 happened with the current web site is that it's
17 trying to appeal to too many different audiences who
18 are going there for different reasons. They do have
19 that where you can actually click on, what are you
20 here for. As an industry, as a consumer, but even
21 when you do that, it doesn't take you to your own
22 section of their web site.

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1 CHAIRMAN GOVRO: I would just recommend
2 that you go to an outside source or do some sort of
3 assessment using people who are not from within the
4 agency to do an objective analysis of the web site to
5 perhaps improve it. Being someone who's not on the
6 inside of FSIS, I get frustrated --

7 DR. QUICK: Can you just elaborate on that?
8 What frustrates you? When you go in and you type, do
9 you use the search box or do you --

10 CHAIRMAN GOVRO: I'd have to get in and try
11 to find something to --

12 DR. HOLLINGSWORTH: Well I'll give you an
13 example. The other day, I tried to find out what is
14 the current status of BSE and meat products from
15 Canada. I tried all over FSIS and gave up. I did
16 finally find it in APHIS. But somewhere that should
17 have been in FSIS, and you just - I could not find
18 it.

19 DR. QUICK: It's not there.

20 (Laughter).

21 DR. HOLLINGSWORTH: That's what I thought.

22 DR. QUICK: That's part of the problem.

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1 CHAIRMAN GOVRO: That explains it.

2 MR. TYNAN: Michael, can I make a
3 suggestion that you made --

4 CHAIRMAN GOVRO: Yes.

5 MR. TYNAN: -- you gave us a time limit --

6 CHAIRMAN GOVRO: Yes.

7 MR. TYNAN: -- a half-hour ago, and so
8 we're down to 30 minutes.

9 CHAIRMAN GOVRO: Thirty minutes? I think
10 we need to wrap it up. Do we want to try to look at
11 question -- obviously times kind of run out. Shall we
12 --

13 MR. TYNAN: I think we've actually answered
14 both questions.

15 CHAIRMAN GOVRO: Yes.

16 MS. BLUMBER: I think so too.

17 DR. HOLLINGSWORTH: The question is how do
18 we organize our material and do a presentation?

19 CHAIRMAN GOVRO: Right.

20 DR. BAYSE: How many pages is that?

21 MR. TYNAN: I think there might be --

22 MS. BLUMBERG: Actually I've been

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1 summarizing as we've been talking these last, so it's
2 down to three, actually. I was just typing away and
3 not really, actually --

4 MR. TYNAN: How many hundred pages now?
5 Three?

6 MS. BLUMBERG: I'm only at three, actually.

7 CHAIRMAN GOVRO: Three pages? Do you want
8 to read us what you've got or do you want to--

9 MS. BLUMBERG: Some of it is in sentences
10 and some of it isn't --

11 CHAIRMAN GOVRO: Okay.

12 MS. BLUMBERG: I can read the areas that
13 I've got.

14 CHAIRMAN GOVRO: Okay.

15 MR. TYNAN: As an alternative, could I make
16 a suggestion?

17 MS. BLUMBERG: Sure.

18 MR. TYNAN: We take the disk and, we don't
19 have a printer here, but we could run it off upstairs
20 real quick.

21 MR. DETWILER: Couldn't we just hook it up
22 to this and project it?

NEAL R. GROSS

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1 MR. TYNAN: That's a possibility as well.
2 Darin, you're a man of many creative ideas.

3 MR. DETWILER: No, I'm just here --

4 DR. HOLLINGSWORTH: I think that the only
5 thing we need to do is just maybe reorganize it under
6 topics or categories.

7

8 (Whereupon, the above entitled meeting went off
9 the record at 4:58 p.m.).

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