

UNITED STATES DEPARTMENT OF AGRICULTURE

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NATIONAL ADVISORY COMMITTEE ON

MEAT AND POULTRY INSPECTION

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SUBCOMMITTEE B

+ + + + +

ASSISTANCE TO BUSINESSES CURRENTLY
UNDER FSIS INSPECTION

+ + + + +

June 21, 2023

1:15 p.m.

Via Webex

CHAIR: DR. BYRON CHAVES
University of Nebraska-Lincoln

MODERATOR: MS. MERYL SILVERMAN
Designated Federal Officer
Office of Policy & Program Development

COMMITTEE MEMBERS:

DR. JAMES H. HOLLIS
DR. VANESSA COFFMAN
MS. SHARON BIRKETT
MS. TERESA SCHWARTZ
MS. ANASTACIA MARIE LARKIN
DR. JOSEPH HARRIS
MR. PATRICK ROBINETTE
DR. HILARY WHITHAM
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I-N-D-E-X

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3. How can FSIS more effectively promote awareness in use of current valid scientific information in support of small and very small establishments food safety assistance?	
4. What organizations are most effective at providing assistance to small and very small establishments, and what can FSIS learn from these organizations to enhance our own effort to assist small and very small establishments?	
5. What concrete actions can FSIS take, alone or in partnership with other stakeholder organizations, to more effectively aid existing small and very small FSIS-regulated establishments in underserved communities?	
6. Are there any additional thoughts or recommendations you would like to share?	

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

(1:15 p.m.)

MS. SILVERMAN: Thank you for joining. I'm just going to give it one more minute to make sure all of our participants have joined the breakout session. And you're group B, the assistance subgroup.

(Pause.)

MS. SILVERMAN: Okay, I'm going to go ahead and get started. I am sharing my screen right now. Does anybody have trouble seeing the slides, or have trouble hearing me? No?

DR. CHAVES: I think we're good.

MS. SCHWARTZ: Looks good.

MS. SILVERMAN: Okay, great. So welcome. My name is Meryl Silverman, and I work within the USDA's Food Safety Inspection Service Office of Policy and Program Development, where I'm a senior food technologist. I will be serving as the subcommittee's Designated Federal Officer and moderator for this group.

So just before we begin, I want to go over a few housekeeping items for the meeting. Attendee microphones and cameras are muted and off, with the exception of the committee members and speakers. However, the chat feature is available for other

1 attendees to use. Comments made in the chat will be
2 shared with the Committee. In addition, attendees may
3 submit written comments according to the options and
4 directions outlined in the *Federal Register* notice
5 announcing this meeting. These comments will also be
6 shared with the Committee when they become available.

7 We request that all attendees please
8 introduce yourself by providing your name and
9 affiliation before providing your comment.

10 Today the subcommittee will meet until 3:50,
11 and then the full committee will reconvene at the end
12 of the day for a wrap up. I also just wanted to
13 reassure, because I know there were some questions
14 about how the NACMPI recommendation process works.

15 So, Katrina Green shared earlier that the
16 Committee will be working today and tomorrow during
17 the subcommittee breakout sessions to deliberate and
18 draft recommendations for the charge that FSIS
19 presented this morning.

20 If it's determined that there's not enough
21 time for the Committee to provide recommendations for
22 the charge, I will notify the Designated Federal
23 Officer, Katrina Green of this, and those issues can
24 be tabled, and another public meeting will be
25 scheduled to continue the work. But in my experience,

1 the Committee typically completes the recommendations
2 within the allotted time.

3 We do have about six hours on the agenda,
4 between today and tomorrow, so if you could consider,
5 you know, about 45 minutes per question, although it
6 may vary depending on the discussion.

7 The full committee will reconvene tomorrow
8 during the plenary meeting, where a member that this
9 committee has selected will report the subcommittee's
10 recommendations. And then the full committee will
11 discuss and deliberate and vote on the final report.

12 So, before moving into the recommendations,
13 we will -- the committee members will identify a note-
14 taker, and then also again somebody that will do the
15 report out. But first what we'd like to do is have
16 the committee members introduce themselves. Those
17 that are on the subcommittee are listed here. And I'm
18 going to start with Dr. Rogers.

19 If you would please start and introduce
20 yourselves again. I know everybody did it this
21 morning, but this way on the subcommittee, everybody
22 will be familiar with each other.

23 And then, Dr. Rogers, you can pass it to the
24 next person on the list when you're done.

25 (Pause.)

1 MS. SILVERMAN: And I'm actually not seeing
2 Dr. Rogers currently, so if we could start with Lee
3 Filbrandt.

4 DR. CHAVES: I don't think this is our
5 subcommittee.

6 MS. SILVERMAN: Oh, did we end up in the
7 wrong groups?

8 MS. SCHWARTZ: I think so, because I'm not
9 on the list either.

10 MS. SILVERMAN: Okay.

11 MS. SCHWARTZ: Teresa Schwartz, yeah.

12 DR. HOLLIS: Me neither.

13 DR. CHAVES: Yeah, this is subcommittee A.

14 MS. SCHWARTZ: Wrong list.

15 MS. SILVERMAN: Oh, the list we have here is
16 for subcommittee A.

17 DR. HOLLIS: Correct.

18 MS. SILVERMAN: Okay.

19 MR. ROBINETTE: I am showing -- sorry.

20 MS. SILVERMAN: Well, unfortunately I don't
21 have the other list then, but if we could just go
22 then -- we can start with Byron Chaves, and go from
23 there, if we can.

24 DR. CHAVES: Yeah, totally. Hi everybody.
25 My name is Byron Chaves. I am an assistant professor

1 and food safety extension specialist at the University
2 of Nebraska-Lincoln.

3 DR. HOLLIS: I'll go next. I'm Dr. Jim
4 Hollis. I'm the Director of the South Carolina State
5 Meat Inspection Program in Columbia, South Carolina.

6 DR. COFFMAN: And I can go next. My name is
7 Vanessa Coffman. I am the Director of the Alliance to
8 Stop Foodborne Illness, which is a program of the
9 nonprofit organization, Stop Foodborne Illness. I'm
10 happy to be here. Thanks.

11 MS. BIRKETT: I'll go next. I'm Sharon
12 Birkett. I work for OSI Group Company.

13 MS. SCHWARTZ: I'll go next. I'm Teresa
14 Schwartz. I'm a law professor at George Washington
15 University Law School. I'm an affiliate of the Center
16 for Foodborne Illness Research and Prevention.

17 MS. LARKIN: Hello. My name is Anastacia
18 Larkin. I'm a quality assurance manager at Cougle
19 Foods, located in Chicago, Illinois, residing in
20 Indiana.

21 DR. HARRIS: Hi, I'm Joe Harris, with the
22 Southwest Meat Association.

23 EVENT PRODUCER: Hi. Someone requested my
24 assistance. This is Teagan (ph.), the event producer.

25 MS. GREEN: Teagan, I think someone's having

1 trouble unmuting themselves. There were several chats
2 that people could not unmute.

3 EVENT PRODUCER: Okay. The person managing
4 the meeting, Meryl should be able to unmute them by
5 clicking on the unmute button. Are there particular
6 people that need to be unmuted, that I can come in and
7 quickly unmute them for you?

8 MS. SILVERMAN: Teresa, can you tell from
9 the chat? I'm sorry, I can't see that while I'm
10 sharing my screen.

11 MS. SCHWARTZ: Unfortunately I can't see any
12 chat messages that appeared before I joined.

13 FEMALE SPEAKER: (Indiscernible) discussion
14 is going to focus on (indiscernible).

15 MS. SCHWARTZ: Let me check the chat.
16 (Interference.)

17 MS. SILVERMAN: There, I think we can see
18 Patrick Robinette is having challenges unmuting. I
19 don't think we heard from him yet. Teagan, are you
20 able to unmute him?

21 MR. ROBINETTE: Hi, this is Patrick
22 Robinette with Micro Summit Processors. I finally got
23 unmuted. Thank you.

24 MS. SILVERMAN: All right. And Hilary
25 Whitham. Keagan, are you able to unmute Hilary

1 Whitham?

2 MS. WHITHAM: Oh, I think that worked. This
3 is Hilary Whitham from CDC.

4 MS. SILVERMAN: Great. And then I don't
5 think we've heard from Dr. Mary Anne Amalaradjou. Are
6 you able to unmute her? Okay, I'm not seeing her in
7 the participant list, so we will check back.

8 Okay. If there's anybody else having
9 trouble unmuting, if you could please put that in the
10 chat, but I think we've been able to unmute all of the
11 subcommittee members.

12 So now that the committee members have
13 introduced themselves, the committee will now need to
14 select a note-taker to capture information during your
15 deliberations to draft your subcommittee
16 recommendations. And how that will work is everybody
17 should have received a Word document with the
18 questions for the subcommittee.

19 I can then give you the rights to share your
20 screen, so you would share your screen and the Word
21 document while taking down the committee's
22 recommendations. Do we have a volunteer to take note-
23 taking, to do the note-taking?

24 (No response.)

25 MS. SILVERMAN: And if you're having trouble

1 unmuting, let us know and we can work with Teagan to
2 do that. We do also need a volunteer that would
3 report out, so I'm not sure, Byron, if you are
4 volunteering for that.

5 DR. CHAVES: Sure. I can do that. I can do
6 the reporting.

7 MS. SILVERMAN: Okay, great. Okay. And
8 then, I am working on seeing if we can get somebody to
9 assist with taking the notes, if nobody is able to
10 volunteer for that.

11 DR. CHAVES: If not, I can also take notes,
12 and maybe people can add to them. I mean, I don't
13 know.

14 MS. SILVERMAN: And I'm not sure -- Teagan,
15 are you still on?

16 MS. LARKIN: I can try to take the notes.

17 MS. SILVERMAN: Okay. That would be great.
18 Thank you for volunteering, and if there's challenges,
19 I am working on getting some backup so we can pass it
20 off. Let me give you the rights to take the notes.

21 So before I hand it over, though, I do want
22 to share the charge again, and the questions, just so
23 we can review those one more time.

24 (Pause.)

25 MS. SILVERMAN: Okay. Okay, so just to

1 remind everybody from this morning, FSIS requests
2 input on ways to enhance outreach and engagement
3 efforts to promote equity for new and existing
4 establishments in underserved communities while
5 strengthening the food supply chain and ensuring
6 compliance with food safety regulations.

7 Base of feedback from NACMPI, FSIS will
8 broaden its outreach to small and very small plants in
9 underserved communities. So just keep in mind, and it
10 was shared earlier, that half of the Committee was
11 divided into the outreach subcommittee, and we're
12 working, in this subcommittee, on the assistance, so
13 looking at assistance to businesses currently under
14 FSIS inspection.

15 So the subcommittee questions are question
16 1, what barriers significantly inhibit small and very
17 small regulated establishments from operating
18 successfully under FSIS inspection, 2, what are the
19 most critical kinds of information that would help
20 make small and very small establishments in
21 underserved communities more successful, 3, how can
22 FSIS more effectively promote awareness in use of
23 current valid scientific information in support of
24 small and very small establishments' food safety
25 systems, 4, what organizations are most effective at

1 providing assistance to small and very small
2 establishments, and what can FSIS learn from these
3 organizations to enhance our own effort to assist
4 small and very small establishments, question 5, what
5 concrete actions can FSIS take, alone or in
6 partnership with other stakeholder organizations, to
7 more effectively aid existing small and very small
8 FSIS-regulated establishments in underserved
9 communities, and question 6, are there any additional
10 thoughts or recommendations you'd share?

11 So with that, Anastacia, do you have the
12 Word document that was shared, with the questions?

13 MS. LARKIN: Yes.

14 MS. SILVERMAN: Okay, great. And can you
15 see the ability to share your screen at the top?
16 There's a share, and you can either do share content,
17 and there'll be a choice for the Word document, or
18 share my webinar window.

19 MS. LARKIN: No. I hit the share content,
20 there's nothing there.

21 MS. SILVERMAN: Okay. I'm going to get the
22 moderator back in to help with that. Just a moment.

23 MS. LARKIN: I'm sorry.

24 MS. SILVERMAN: No, it's not your fault at
25 all. I don't think I did it correctly.

1 (Pause.)

2 EVENT PRODUCER: Hello. This is Teagan, the
3 event producer. Somebody requested my assistance.

4 MS. SILVERMAN: Yes. I need assistance
5 assigning the privileges to Anastacia Larkin, so that
6 she can share her screen. I'm having challenges with
7 that.

8 EVENT PRODUCER: No worries, all done.
9 Anything else I can do to help you?

10 MS. SILVERMAN: Could you just hold on so we
11 can make sure she's able to do it?

12 EVENT PRODUCER: Absolutely. Go right
13 ahead.

14 MS. SILVERMAN: Perfect, great.

15 EVENT PRODUCER: All right. I'll leave you
16 to it then.

17 MS. LARKIN: Okay.

18 MS. SILVERMAN: This just looks a little
19 small. Is it possible to -- yeah, there we go.
20 Great.

21 MS. LARKIN: Okay. I think I've got it.

22 DR. CHAVES: Can you make the text maybe a
23 little larger, or just -- yeah. Thank you.

24 MS. LARKIN: Okay.

25 DR. CHAVES: Meryl, I have a question about

1 how are the questions -- so we will go, of course,
2 from question 1 through 6, but do we want to take
3 notes as to who said what, kind of like taking
4 minutes, or is this just going to be just a summary of
5 things? What kind of detail do we need to note for
6 the reporting?

7 MS. SILVERMAN: Yeah. So we're not -- the
8 subcommittee meetings are not recorded, and so we
9 don't need the level of like a transcription of the
10 discussion. And so it's up to you all, but you can
11 just -- what we eventually need taken down in the
12 recommendations is what you report out to the larger,
13 to the full committee.

14 So, it just needs to be the summary of the
15 recommendations of the group, and not the full
16 deliberation.

17 DR. CHAVES: Thank you.

18 MS. SILVERMAN: And any other questions
19 about that or the process?

20 MS. LARKIN: No, thank you. That was a good
21 question.

22 DR. CHAVES: So you'll let us know when we
23 can start.

24 MS. SILVERMAN: Yeah. I'm ready whenever
25 you guys are.

1 (Pause.)

2 MS. LARKIN: Would you like me to read the
3 question, and start conversation from there?

4 MS. SILVERMAN: Yeah, that's a great idea.
5 Yeah, why don't you read the question and then you can
6 start the discussion.

7 MS. LARKIN: Okay. All right. So let's
8 start with question 1. What barriers significantly
9 inhibit small and very small regulated establishments
10 from operating successfully under FSIS inspection?

11 DR. CHAVES: So I was thinking that for --
12 I'm sorry. This is Byron Chaves from the University
13 of Nebraska-Lincoln. I was thinking that maybe when
14 we think about barriers, we could potentially break
15 them down, right.

16 We can say something like financial
17 barriers, education and training, logistics, and then
18 maybe start thinking about what are some of the
19 barriers within each one of those categories that may
20 be affecting establishments from successful operating
21 under FSIS inspection. I don't know if anybody's
22 opposed to maybe having those larger themes, or
23 categories.

24 MR. ROBINETTE: This is Patrick, at Micro
25 Summit. I can really appreciate this question, and

1 Mr. -- Byron, I really appreciate your approach to
2 breaking it down in subcategories. Ninety percent of
3 the facilities that are inspected are all small and
4 very small. And the challenge -- and I'm classified
5 as a very small facility.

6 The challenge that we have is kind of multi-
7 pronged. A lot of it goes back to financial, and it's
8 financial in a sense that we can't afford to hire the
9 doctors or the multi-year experts to run our HACCPs,
10 to approach the HACCPs. So, that's -- so there is a
11 financial barrier there, where we're just having to
12 work it ourselves.

13 But one thing, another barrier that's a very
14 unique barrier that we've experienced, and that we'd
15 like to have an understanding of how else it works
16 across the country, so North Carolina is a TA-
17 inspected state, meaning the State hires the
18 inspectors, that they're inspecting on behalf of the
19 federal government. We also have the CIS that's out
20 there now.

21 The problem that we're dealing with is
22 response time, in terms of appeals. If we have an
23 appeal, we have the appeal process that runs through
24 the State before it gets up to FSIS. So that's time,
25 versus if I was full federal, I would go straight

1 into, you know, FSIS.

2 And the other issue is that older TA states,
3 those inspectors tend to bring in state mindsets and
4 not federal mindsets, when they're doing inspection.
5 And so, you're wasting time in the appeal process,
6 because like for me, I had an appeal on an NR, and it
7 had to go through four individuals within the State
8 before I could get it up out of, and have a fresh set
9 of eyes look at this, that stayed out of the middle of
10 it. So, that's a financial issue, but also a time-
11 consuming issue.

12 And then, also the other area would be ways
13 to explain supporting documentation. A lot of these
14 smaller plants are a lot of cookie-cutter HACCP
15 plants, and they box their selves in really, really
16 fast. But there's some very unique supporting
17 documentation that will allow them to have some
18 flexibility in being able to operate. So those are
19 just my thoughts at this moment.

20 DR. CHAVES: Thanks, Patrick. So some of
21 the things that I hear from your answer is, of course
22 there's financial constraints to implementation of
23 things like HACCP or, you know, initial and continuing
24 implementation of good safety management systems.

25 Additionally, there is a challenge with the

1 response times for appeals, for those that have to go
2 through the state before it goes to FSIS, which is
3 obviously very time consuming.

4 And then the last thing would be maybe
5 resources on supporting documentation, so that people
6 are not boxed in, you know, model HACCPs that may
7 exist out there. Would that --

8 MR. ROBINETTE: Correct.

9 DR. CHAVES: -- summarize your things?

10 MR. ROBINETTE: Correct, correct. One of
11 the things I, as I approached FSIS about the issues
12 with the TA, and this is, again this is part of
13 assistance. When the government has a -- a state has
14 a TA or a CIS program, which the CIS is brand new, so
15 everybody is fresh in the federal mindset in
16 inspection, but this is something you're going to see
17 moving down the road.

18 When the federal government enters into an
19 agreement with a state, there's a memorandum of
20 understanding, and the federal government stays out of
21 the state's business. The federal government lets the
22 state handle matters in the TA program. However, when
23 we get these older programs, like North Carolina has,
24 that becomes a cumbersome approach because the
25 original inspectors, when they established TA, are no

1 longer here.

2 And so now we have localized
3 interpretations, and you can't fight to get it out of,
4 and get it up into a federal interpretation because,
5 well we have a memorandum of understanding, we're
6 going to stay out of it, at this time.

7 So, it's just a lot of lag time, and a lot
8 of approach there. I hear, more often than not, when
9 problems could have been solved through simple
10 corrective actions, and save the product, which would
11 make the plant money, the approach is, we don't know
12 what to do so we're just going to throw it away. Now
13 we have a big loss of money.

14 So, I hope that I'm trying to put my poor
15 words all into something functional here, because it's
16 a very hard task, you know, but my benefit is, I have
17 facilities across the country that I'm friends with.
18 So, we have bounced stuff back and forth to one
19 another, so that we can work together, you know, kind
20 of like a little support group there. But most of the
21 facilities don't have that was an available option.
22 They're very isolated.

23 DR. CHAVES: I think then, from this
24 conversation, maybe streamlining the process of
25 communication with FSIS through the state, maybe

1 closer relationships with FSIS regional offices, is
2 kind of what I'm kind of thinking, maybe. Training of
3 inspectors, to have that separation of when you come
4 and do an inspection on behalf of the federal
5 government versus when you do state, and so that the
6 inspectors are well equipped with the regulations that
7 apply, for jurisdiction.

8 And then one of the things that you
9 mentioned was product disposition, or you kind of
10 alluded to was product disposition, so maybe providing
11 support for small facilities on what to do with
12 products that may be potentially adulterated, so that
13 those don't have to be discarded. Would that be in
14 line with what you said?

15 MR. ROBINETTE: Yes, sir. Very good.

16 DR. HARRIS: I have a question about just
17 the process here. If we have something to add, Meryl,
18 do we need to like, raise our hand, or just wait for a
19 pause and hop in, or how is the easiest way to do
20 this?

21 DR. CHAVES: I think just unmute yourself,
22 state your name, and then we'll go from there.

23 DR. HARRIS: Oh, this is Joe Harris, and my
24 organization works with a lot of small and very small
25 plants. And I'll preface my comments by saying that

1 our federal definition of small and very small is
2 sometimes not very useful, because within the small
3 category, we have members, or establishments with 12
4 employees and establishments with 490. And those two
5 businesses don't look much alike at all.

6 So that's a huge range within the small
7 category. But I will say -- I will preface it by
8 saying most of my members, and we have members now in
9 34 states, and most of them are in the bottom half of
10 small and very small category.

11 And just to add to what Patrick said, I
12 agree with so much of it, and well heck, I agree with
13 all of it. I work with a lot of members in Texas. We
14 have a lot of TA plants as well, so I'm familiar with
15 those issues that he's talking about.

16 I think just an overarching concern with
17 small and very small establishments, to operate under
18 FSIS inspection is just the overwhelming burden of
19 everything that's involved, having to have written
20 programs.

21 You have to have, you know, of course,
22 obviously HACCP. You have to have written standard,
23 sanitation standard operating procedures. You have to
24 have a written pest control program. You have to have
25 a written listeria control program. You got to have

1 an algae control program, a recall plan, a food
2 defense plan.

3 And all of those programs have to be, you
4 know, thought out and continuously documented. And
5 that is just overwhelming. And throw on top of that,
6 just the sheer number of issuances that just FSIS puts
7 out every year, that they need to pay attention to,
8 whether it's new directives, or new regulations, or
9 whatever the case may be, so just the overwhelming --
10 and it's not just FSIS.

11 They also get to thinking about EPA, and
12 OSHA, and several -- and, you know, some other
13 agencies, as well as state and local. So, I think
14 just the huge regulatory burden, it's just
15 overwhelming to so many of them.

16 DR. CHAVES: Awesome, thank you. Yeah, I
17 fully agree, Joe, with your comments as well as with
18 Patrick.

19 Anybody else on barriers that significant
20 inhibit small and very small establishments from
21 operating successfully under FSIS inspection? What
22 about access to training, to adequate training? Is
23 that something that the committee sees, or the
24 subcommittee sees as an issue, as a barrier, time for
25 training, getting away from a facility where there may

1 be just a few employees? What are your thoughts on
2 access to resources?

3 MR. ROBINETTE: This is Patrick again. Yes,
4 training is awesome. How do you get them away from
5 the plant, is the trouble. But also, we also got to
6 thinking about this regard too, the level of education
7 that most of these plant owners have is, you know, we
8 have a system that was thrown in, and a lot of them
9 don't -- you know, a lot of this stuff is over plant
10 owners' heads, or plant managers' heads.

11 They can cut meat. They can slaughter
12 right. They can do everything right, but all of this
13 documentation is overwhelming because of their level
14 of education, and they're too proud of country men
15 that -- and women, that won't acknowledge that. So.

16 DR. HARRIS: Definitely agree with that.
17 This is Joe Harris again. One of the -- I guess it's
18 more of a comment, but it is a barrier. FSIS, in
19 recent years, has done a tremendous amount of putting
20 out assistance for establishments, all kinds of
21 guidance documents.

22 But the challenge is, I spend a huge amount
23 of my time having to explain the guidance that FSIS
24 put out to the establishment that it was intended for.
25 It's still -- I think Patrick made a very good point.

1 You know, even despite their best efforts, a lot of
2 that guidance is over the heads of the people that
3 need to be implementing it.

4 DR. CHAVES: What are you guys' thoughts on
5 access to resources, or access to training? Of course
6 we know that it's difficult for people to go to
7 training, that some of the guidance is, as you guys
8 say, may be over their head. But what about accessing
9 training, in person or remote? Do you guys think that
10 there's enough resources out there for people to do
11 the training?

12 MS. BIRKETT: This is Sharon Birkett with
13 OSI Group. I think there is plenty of training that's
14 out there. It's really a matter of trying to collate
15 it all, to understand what is available, what's
16 closest or nearest to me, so I don't have to have the
17 financial burden of travel to go to training. And is
18 it at my education level, the training?

19 I think all of those things kind of are
20 barriers to making the decision to actually go, and be
21 a participant in any kind of training.

22 DR. CHAVES: Thanks, Sharon.

23 DR. HARRIS: And this is Joe again. There
24 is definitely a language barrier. We do a lot of
25 training, particularly HACCP training. And, you know,

1 you're lucky if you can have -- you know, obviously
2 99% of the courses are in English. You can find a few
3 around that are in Spanish, but there are a lot of
4 language barriers when we start doing this training.

5 We'll get -- a lot of the small and very
6 small plants have ownership and management from
7 different national backgrounds and different, you
8 know, native languages, that they really have
9 difficulty in, you know, comprehending the training.

10 I taught a class recently, lady sat through
11 the whole class, and we have a quiz at the end, and
12 she didn't answer any of the questions. And what's
13 the matter? And her friend next to her said, she
14 doesn't speak a word of English.

15 DR. CHAVES: Yeah.

16 DR. HARRIS: I said oh, it would have been
17 nice to know this sooner. We could have --

18 DR. CHAVES: From the beginning.

19 DR. HARRIS: -- maybe got some help. But --

20 DR. CHAVES: Yeah.

21 DR. HARRIS: So yeah, a definite, definite
22 challenge on that thing. I think the comment that
23 there is a lot of training available is true. It's
24 out there. It's how do we get it to the right people
25 in the right ways.

1 DR. CHAVES: I want to ask you, Joe, because
2 you mentioned HACCP training, and as a HACCP lead
3 instructor myself, in that I teach HACCP in Nebraska
4 all the time, what does the committee, meaning
5 yourself and the rest of the committee, think about
6 the length of HACCP courses?

7 When we think about HACCP, of course it's a
8 commitment that people have to come and sit for two
9 days, taking a HACCP training course. I do do a
10 number of virtual courses in different formats, both
11 full days and then four half-day training. What is
12 maybe the committee's thought on accessibility of
13 these sorts of formats for training that already
14 exists?

15 DR. HARRIS: I'd just say, from my
16 experience, we've had trouble getting it. We can do
17 it. We have done like a one-day HACCP overview, kind
18 of an executive HACCP if you will. But I will also
19 say that if you're attending that, trying to meet the
20 training requirements of the regulation, we can't get
21 that done in a day.

22 DR. CHAVES: Right. Yeah.

23 DR. HARRIS: We can get it done in yeah,
24 about a day and three quarters, or day and a half,
25 maybe.

1 DR. CHAVES: Yeah. I fully agree. I was
2 actually in Puerto Rico last week, teaching HACCP, and
3 I taught two courses. One of them was an 8 a.m. to 6
4 p.m., because they would only commit to, the company
5 would only commit to one day, and so I needed to -- we
6 had minimal breaks, it was a miserable day. But in
7 order for me to get through the entire curriculum and
8 be able to provide a certificate, we needed to do
9 that. But it's a huge time commitment.

10 DR. HARRIS: Patrick mentioned earlier about
11 being able to let people go for long enough to go to
12 training. And it is a challenge. I taught a HACCP
13 course a few years ago, for a company, and it was only
14 for their company. And I do quite a few of those now,
15 where if they have six or more that they want trained,
16 I will just go to their place and do it.

17 But they made their employees work a full
18 eight-hour shift, and then sit through HACCP for three
19 straight evenings.

20 DR. CHAVES: Yeah.

21 DR. HARRIS: So, that was brutal, for those
22 employees.

23 DR. CHAVES: That's miserable, yeah.

24 DR. HARRIS: Yeah.

25 MS. SCHWARTZ: So, are these courses that

1 can be done online, and done over a period of time?

2 DR. CHAVES: Can you please state your name?

3 MS. SCHWARTZ: Oh, I'm sorry. I'm Teresa
4 Schwartz.

5 DR. CHAVES: Oh Teresa. Hi, yeah. So I
6 think that there are a number of formats, right, but I
7 teach HACCP in Nebraska virtually, but not very often.
8 I mean, during COVID I did do a number of virtual
9 ones, with two formats, two full days, basically 8:30
10 to 4:30 on Zoom, and then another one that is four
11 half days, so typically Monday, Tuesday, Wednesday,
12 Friday, from 9 to 1 p.m.

13 And people seem to like it a little better,
14 because it's also less exhausting to be on Zoom for
15 four hours instead of eight.

16 DR. HARRIS: We have not done any virtual
17 courses.

18 MS. SCHWARTZ: And is that because you
19 really need to having the interaction, so that it's
20 not a course that can be -- and I'm a law professor,
21 so we don't have nearly the challenges, but in modern
22 day, you know, you can do a lot virtually.

23 DR. SOUTHERN: Yeah.

24 MS. SILVERMAN: But this may not be one of
25 those things.

1 DR. CHAVES: I think that the challenge with
2 HACCP, if you really want to teach any food safety
3 training course adequately, you need to have some
4 practical, hands-on experience, and be able to
5 demonstrate that the participants are actually
6 learning something, at least during the training
7 course, or understanding some of the basic concepts.
8 And that's the challenge, I think, with HACCP. But
9 it's a lot of content in a really short time.

10 MR. ROBINETTE: Right. This is Patrick. My
11 staff does the HACCP training online. I have done,
12 through various different platforms. NC State's one
13 of them. Oklahoma State's another one, and there's
14 another platform. It's a private company.

15 There needs to be clearer definitions,
16 though, and where I'm going with that is, I know
17 plants that have done -- that have opened up here
18 recently, that have done those online platforms.
19 There needs to be a clearer definition that that
20 training just gets you the understanding of HACCP. It
21 doesn't make you a technical writer of HACCP, because
22 that's getting plants in trouble.

23 They think they've got an adequate training.
24 I got a certificate here. But they're writing
25 themselves, and boxing themselves in, in a hurry.

1 MS. SILVERMAN: Yes, and I would just like
2 to share some chat comments from attendees that are
3 not on the committee. As we said, we'll share those
4 with the committee, so you're aware of those.

5 I see a comment from Janet Rowatt Price
6 (ph.), "More training in smaller chunks would be
7 easier to attend and commit to, at least for my
8 colleagues." She also shared, "FDA has worked with
9 several universities to convert better process control
10 school to an entirely online training option. Maybe
11 that's something FSIS could collaborate on with the
12 university."

13 And then Joseph Bressler (ph.), shares, "SQF
14 BRC requires two-day certification. Costco requires
15 separate every five years renewal of HACCP
16 certification."

17 DR. CHAVES: And I agree with all of those
18 comments so, from Janet. And if the option of maybe
19 FSIS working with universities on having this meat and
20 poultry HACCP training course online, the way that
21 better process control or seafood HACCP established,
22 is maybe FSIS, working a little more closely with the
23 HACCP state coordinators across the 50 states and the
24 U.S. territories.

25 Right, so if we go to the list of people,

1 under FSIS coordinators, I think there are some states
2 that are lacking, or not lacking but missing a person
3 that is leading HACCP efforts within each one of those
4 states. And so maybe having a more established
5 relationship between FSIS and the HACCP coordinators
6 would also be a good way to approach some of these
7 challenges.

8 MR. ROBINETTE: This is Patrick. What are
9 the thoughts about having training, or meetings on, at
10 nights or weekends, so then the plant owner is not
11 burdened with leaving the facility or being distracted
12 from the facility during the daytime, as where the
13 meetings are being, you know, times when meetings and
14 trainings are being held at?

15 DR. CHAVES: I mean, I think the issue with
16 that is, are people actually getting paid during the
17 time that they're going to be taking the training
18 course, right? At the end of the day, you know, you
19 have to get paid for the hours that you spend there.
20 I mean, so I don't know. I don't work in industry, so
21 I don't know how that is managed, but I would see that
22 as a challenge.

23 If you teach things, whether remote or in
24 person, at the end of the day, for me the best thing
25 to do would be to take a couple of hours towards the

1 end of the shift, for example, and start delivering
2 someone's training during their working hours.

3 MS. SCHWARTZ: So what percentage of people
4 would you say are Spanish speaking? Should everything
5 be bilingual, or is that already happening?

6 DR. CHAVES: I don't know what percentage of
7 the workforce is Spanish speaking, but Teresa, I can
8 tell you, here in Nebraska, I also teach HACCP in
9 Spanish, because I'm a native Spanish speaker. And
10 sometimes we don't get the training courses full, or
11 people do tend to come to the English one.

12 And then what ends up happening is that I'm
13 basically delivering training in two languages, where
14 people can ask things in Spanish, and I will respond
15 to them in Spanish and then translate for people.
16 Obviously, that poses a huge burden on me, right,
17 because I'm one doing the individual translations.
18 But I don't think that there are enough resources in
19 Spanish. I don't think so.

20 MS. LARKIN: This is Anastacia Larkin.
21 Sorry. And, you know, just to follow up with you
22 there, Byron, I would agree with you. Being in the
23 Chicagoland area, there's definitely lacking Spanish
24 resources.

25 DR. CHAVES: Yeah, a hundred percent.

1 MR. ROBINETTE: This is Patrick. We also
2 got to look at the African community, and the Eastern
3 European community that's been coming in to our
4 processing facilities too. And their languages are,
5 it's not Spanish or English.

6 DR. CHAVES: Right. I know that in
7 Nebraska, Vietnamese has become fairly popular for
8 food processors and handlers in some of these
9 facilities. So, Vietnamese, yeah. Some of the
10 African languages as well.

11 Anybody else have comments about barriers?
12 We've identified a number of different things, not
13 only from training, access, logistics, how do you get
14 to a training course, how to identify a training
15 course that is suitable for my level of education, the
16 level of education of my employees, but also how do we
17 better communicate and streamline communication with
18 FSIS regional offices, for example, and what kinds of
19 additional resources there could be for smaller
20 facilities, including disposition of product and
21 things like that.

22 DR. HOLLIS: This is Jim Hollis from South
23 Carolina, and of course, I'm the director of a state
24 inspection program. All my facilities are very small,
25 and they definitely struggle with the same issues that

1 the participants have brought up. We do not have TA
2 plants. We have nine cross-utilization plants. So,
3 as you've pointed out, there is an additional layer
4 there of reporting, because even though we supply the
5 inspector for the everyday work, you still have to go
6 through FSIS for major things.

7 The other thing I just wanted to mention is,
8 when I speak to plant owners, one of the biggest
9 problems they have, and I don't know if it fits in all
10 this, because I don't know what to do about it, is
11 hiring, finding anyone who can do the work and who
12 wants to do the work.

13 And I know this is true in almost every
14 business now, so I don't think it's unique to meat
15 processing, but I'm not sure quite what to do about
16 it. You know, they are -- we have the extension
17 service. We have a couple of community colleges that
18 are trying to set up some training.

19 But then we've also heard that one of the
20 colleges that is doing butcher training, basically
21 Publix Supermarkets would take every one of their
22 graduates, and pay them much better than my local
23 establishments can pay. And again, I know that's not
24 an answer as much as it's just what I'm hearing from
25 people.

1 DR. CHAVES: Jim, and I totally agree. I
2 think the workforce development issue is gigantic. We
3 have the same happening in Nebraska, where it's very,
4 very difficult to bring people to some of these
5 facilities, especially because most of these
6 facilities are located in very rural areas of
7 Nebraska, that are typically not the most appealing,
8 especially for young people. So I think that the
9 hiring is an issue, I think pretty much across the
10 country.

11 I think -- there is a comment in the chat
12 about 9 C.F.R. 417, of course, for HACCP, and it only
13 requires HACCP training for employees performing
14 specific functions. And while that is true, if you go
15 to the regulation, that is true, a lot of people that
16 come to the training courses are, really don't have
17 anything to do with the food safety team, but their
18 training -- or their managers would like them to
19 increase awareness, right.

20 So, it's not just for people that is
21 mandated to take the course to perform their tasks,
22 but I think for people to be aware of food safety.
23 And if you really want to have some kind of food
24 safety culture across your facility, you have to have
25 people in different areas of the facility that aware

1 of food safety regulations and the importance of food
2 safety.

3 DR. HARRIS: And we can't forget the
4 requirements being imposed by third-party audits as
5 well.

6 DR. CHAVES: Right, exactly. If you have
7 SQF or BRC or anything like that, maybe you have some
8 commercial or third-party food safety systems that you
9 have to comply with. And of course, HACCP is the
10 foundation for all of those things.

11 Anybody else has any comments on the
12 barriers? Anything else that people may want to add
13 to the notes that you see on the screen?

14 MS. BIRKETT: This is Sharon Birkett one
15 more time. I just wanted to add one more comment
16 related to the training, because as I mentioned, there
17 is a lot of training out there, and just trying to
18 find it sometimes is a challenge.

19 But I think the second challenge is just the
20 practical application of putting the training, what I
21 learned in the training in place, and having the time
22 to do it, because I already took a couple of days to
23 go to the training. Now I have to catch up on my work
24 when I come back to my establishment, and then I may
25 not fully be able to reconcile or understand what I

1 learned, and I'm trying to apply what I learned,
2 because it might be weeks later.

3 So I think somehow weaving in practical
4 applications of the training, specifically around the
5 hazard analysis piece of HACCP is something, I think,
6 that gets missed often with the training.

7 DR. CHAVES: I think, so Sharon, I fully
8 agree. And maybe other people that provide HACCP
9 training has the same experience. Every time that I
10 teach a HACCP course in Nebraska, I always offer
11 people to go to their facilities, and I would be happy
12 to visit anybody's facility as long as it's within the
13 limits of the state of Nebraska, and provide training
14 onsite, and look at the documentation.

15 And more often than not, people come to the
16 training courses, and it would be six, eight or twelve
17 months after the training course that people would
18 email me and say hey, I took your training course a
19 few months ago and now we're finally sitting down to
20 write the HACCP plan, and now we have a bunch of
21 questions, right.

22 So I do think that maybe that follow-up is
23 important. I mean, I offer people to go. Sometimes,
24 when they email me, I no longer have the time, maybe,
25 to actually dedicate it to review their materials, or

1 their HACCP plans. But it's something that we can do
2 through university extension. Typically, extension
3 services are good at providing those sorts of
4 services.

5 I think, Anastacia, one of the -- I wasn't
6 paying attention if you wrote what Sharon said, but
7 maybe reconciling how to reconcile the content of the
8 training with the actual development of the HACCP
9 plan, right. So if you come to the training, you
10 learn all of these basics of the regulation, which is
11 really vague, and then we try to translate some of
12 those things into practical applications.

13 But then sitting down to actually write a
14 HACCP plan or start developing one is very
15 challenging.

16 MS. LARKIN: Okay. I think I got it. Thank
17 you.

18 DR. CHAVES: Okay, excellent. Should we
19 move on to question 2?

20 MS. SILVERMAN: Before you move on, I'll
21 just direct you to one more comment in the chat.
22 Patricia Buck (ph.) says, "If I read it correctly,
23 only one person needs the training for an
24 establishment. Should NACMPI recommend FSIS require
25 training for more meat and poultry workers?"

1 DR. CHAVES: Yeah. I think we discussed
2 some of that as to, yeah, to document that at least
3 one person has the HACCP training is important, but
4 the companies typically send more than one person,
5 just for awareness or if they have to comply with
6 third-party food safety standards, like the FSI
7 schemes, they may need to send more people. I would
8 have to take a look at the exact language of the
9 regulation and see what it says.

10 Yeah, I mean it basically says that at least
11 one person needs to have the training, so they can do
12 the HACCP development and the HACCP reassessment.

13 DR. HARRIS: But according to the
14 regulation, that person does not have to be an
15 employee of the establishment. They can be a
16 consultant.

17 DR. CHAVES: They can be a consultant. It
18 could be external, yeah.

19 DR. HARRIS: That being said, I do not know
20 of any establishment that doesn't have at least one
21 person that's been trained.

22 DR. CHAVES: Same. Okay, very good. Any
23 other thoughts or comments before moving on to
24 question 2? I didn't see anything else in the chat
25 either -- oh, I did see. Yeah, one of the comments

1 from Janet says, "One concern about FSIS requiring
2 additional training is the burden that it would put on
3 establishments, especially that are small, and
4 almost -- the very small and almost very small
5 combines." Yeah, I agree.

6 And I think that's the reason why the
7 regulation says at least one person has to be trained.
8 But I think that that leaves a lot of room for
9 interpretation. You can send however many you want,
10 but you have to have at least one person.

11 Okay. Maybe let's move on to question 2.
12 What are the most critical kinds of information that
13 would help make small and very small establishments in
14 underserved communities more successful? Kinds of
15 information.

16 I would say, based on the discussion that
17 we've had and my own experience, working more closely
18 on how to develop documentation. How to develop, how
19 to keep documentation would be -- as we know,
20 documentation can be overwhelming for companies.

21 DR. HARRIS: And I think right alongside
22 that is, you know, we help so many companies with
23 their documentation, with all their written programs,
24 we help them write them or whatever, but the challenge
25 becomes the implementation, making sure that they know

1 how to implement all these wonderful new documents
2 that they have.

3 DR. CHAVES: Yeah.

4 MS. LARKIN: I think, just on past
5 experience, some of the guidance documents that FSIS
6 puts out have been extremely helpful, especially if
7 you're like on your own, trying to figure out animal
8 raising claims and that the detail that's provided in
9 those documents are very helpful. But I think
10 sometimes it's just having the staff that can
11 understand it.

12 MR. ROBINETTE: This is Patrick. I would
13 agree that some of those guidances are help. You
14 know, the only issue that we have with them is, they
15 also get overwhelming, in terms of policy. So like,
16 for instance, the fully cooked, shelf unstable
17 category, the jerky guidance, having to maintain 90%
18 humidity for X amount of time, if somebody doesn't
19 know that there's another way of doing it, and they
20 have to implement the cost in their operation to bring
21 in that humidity and then monitor humidity.

22 So, if there's a better way of providing
23 various supports of looking at a solution to those
24 guidance, instead of saying, here's the guidance,
25 you've got to do it this -- you know, here you go.

1 You get the guidance that there's, the supporting
2 documentation to that guidance, a lot of times, is
3 lacking.

4 DR. CHAVES: Patrick, how would you say
5 that -- what would better support look like? Do you
6 think that would be in the shape of videos,
7 infographics, something like that?

8 MR. ROBINETTE: Well, I mean, like I said,
9 the only way that I know that I've been able to be
10 successful is having relationships with other people,
11 and then leaning on them. For example, we were able
12 to prove we didn't have -- for the jerky component, we
13 didn't have to do the humidity side, by also doing a
14 stairstep of, you know, time and temperatures.

15 But then I didn't -- so then now I'm not
16 under another, you know, document of measuring
17 humidity, and then being forced, under that routine.
18 So, you know, just -- I guess more of a better
19 library, would be an answer, a database library, you
20 know, where here's all this research, all the
21 supporting documentation. You know, you can choose
22 what fits your system, you know, move around within
23 that.

24 DR. CHAVES: I am thinking also maybe
25 relying a little bit more on local meat associations,

1 right. So I know, for example, in Nebraska we have an
2 annual meeting of the Nebraska Association of Meat
3 Processors, and I bet that most states would have some
4 kind of local association. And so maybe FSIS working
5 a little more closely on disseminating resources that
6 they have, through some of these local associations
7 would be good.

8 One concern that I would have about that, is
9 that of course, a lot of people go to the local meat
10 associations to vent about the process of inspection,
11 right. And so, maybe having some kind of balance of
12 FSIS' presence, or FSIS' resources and whatnot, that
13 people can use. And I don't know if it would be the
14 best idea to send FSIS people to these sorts of local
15 meetings, but I don't know what people think.

16 I do think that maybe working a little more
17 closely with those local meat associations and
18 providing resources would be a good approach.

19 What other pieces of information does the
20 subcommittee think are critical for underserved
21 communities? Of course, we had talked previously
22 about resources in different languages. I think that
23 beyond the resources in different languages, because
24 these are things that somebody can be hired to
25 translate, but I do think that having personnel,

1 whether it's at FSIS or at university extension
2 services and others, people that can actually go into
3 facilities and speak the language would be ideal.

4 I think that sometimes we rely too much on
5 just printed resources that may exist. But we don't
6 really have anybody to go into the practical technical
7 assistance in the preferred language of the people
8 that are producing the products.

9 What other pieces of information would be
10 helpful? What about accessing? I know, for example,
11 that FSIS doesn't have -- of course the federal
12 government doesn't use platforms like TikTok, but also
13 FSIS doesn't have a platform like Instagram, right.
14 So, would it be good for FSIS to develop resources on
15 social media, and maybe disseminate some of those
16 things to social media?

17 And if they do, would the processors
18 actually look at those? Any thoughts from the
19 committee?

20 MR. ROBINETTE: This is Patrick. That would
21 be interesting. I don't know if the owners would be
22 looking at social media but I know my employees sure
23 do love it.

24 DR. CHAVES: Of course we know that most
25 people -- that TikTok is the -- it's the platform to

1 use. Obviously the federal government would never use
2 TikTok. But there are other platforms that people can
3 use.

4 Okay, a comment on the chat. "FSIS round
5 tables to address specific inspection topics. The
6 round table could be a combination of virtual and
7 physical meeting."

8 So Sharon, are you thinking FSIS round
9 tables more from regional district offices,
10 approaching specific states, or how do you see that?

11 MS. BIRKETT: This is Sharon. I was
12 thinking that from specific states, that maybe
13 district offices could offer some sort of assistance
14 in these round tables.

15 DR. CHAVES: I think the challenge there is
16 that district offices are probably also understaffed.
17 I reckon, like most every team and every company,
18 there's a level of understaffing there. So sending
19 people to the sites might be complicated.

20 MS. BIRKETT: And I'm not also taking into
21 consideration if there is a conflict in the work,
22 because the district office is more around inspection
23 and enforcement rather than training and educating.

24 DR. CHAVES: That's true. It would be maybe
25 for more specific regulatory compliance type of

1 questions.

2 MS. BIRKETT: Correct.

3 MR. ROBINETTE: This is Patrick. That was
4 an interesting comment, Ms. Sharon, because I've
5 actually made this comment before to the powers that
6 be. You know, any time I ever see somebody from the
7 district office, I know I'm going to have a bad day,
8 because that's the only time that they're showing up,
9 is I'm going to have a bad day.

10 DR. CHAVES: Yeah.

11 MR. ROBINETTE: If there is a -- but that's
12 one of the things. Like, we had a frontline
13 inspector, when it first opened, and he'd just show up
14 just to say hello. And so, whenever he did show up
15 when you're going to have a bad day, you're a lot less
16 confrontational, because you already had developed a
17 rapport of, he really is there to care for you and
18 help you.

19 You know, so that -- you know, there could
20 be a strategy there, with the district offices, to not
21 be regulatory enforcement, but also having that
22 outreach, you know, so that, you know, it kind of
23 defuses that confrontation. Because like I said, I've
24 noticed where, when you see license plates drive up,
25 you just know your day is done, it's bad. That is the

1 only time that we see somebody.

2 MS. BIRKETT: I don't know. I think we
3 often communicate to our manufacturing, our
4 establishment, that they need to get to know their
5 district offices and the personalities in their
6 district offices, because it does make a really big
7 impact when it comes to whether you're trying to get
8 through, or work through an issue, through an appeals
9 process.

10 There's many components that the district
11 office can actually be your friend, rather than your
12 fighting them, you know. And if they could develop a
13 branch or an arm within the district office to do
14 outreach, then I think that helps that district office
15 best to understand what types of establishments are
16 within their district, and also what types of
17 assistance is needed for operating under inspection.

18 MS. SCHWARTZ: I wonder if there's a broader
19 base of information that we could encourage, be used
20 for answering some of these questions. I mean, this
21 is a very distinguished group -- not me, but other
22 people that know what they're talking about, and have
23 a lot of experience.

24 At the same time, you know, you're really
25 trying to get something at the ground level,

1 understanding at the ground level. And I don't know
2 the best way to do it, but a broader kind of survey.
3 I don't know who exactly you'd be surveying, but some
4 broader base of people from around the country, to
5 identify what the really, you know, crucial areas are,
6 and they may be different throughout the country.

7 So, that kind of information gathering would
8 give you a base for thinking through some of these
9 issues.

10 DR. CHAVES: I wholly agree with that. Was
11 that Teresa? Teresa was that you?

12 MS. SCHWARTZ: Yeah.

13 DR. CHAVES: Yeah, I fully agree with that.
14 What else, in terms of kinds of information? We
15 talked a little bit about guidance, right, maybe
16 smaller pieces and bites of guidance that are more
17 applicable, or that people can digest a little more
18 easily. Of course, resources in different languages,
19 and providing technical assistance in that language.

20 We've also talked about maybe streamlining
21 communication with district offices through an
22 outreach branch that the district offices may have,
23 and get to know their clientele, or audience. And the
24 opposite is also true, right. So then also encourage
25 people in plants and facilities to familiarize

1 themselves with the district offices.

2 There was a comment in the chat about food
3 safety culture, developing a type of rapport
4 communication. I think that's also very important.

5 MS. SILVERMAN: And I just wanted to mention
6 something. So, Angelica Marrero, when she talked
7 about this charge, mentioned FSIS' equity plan. And
8 so we have committed to doing a survey to determine
9 the types of information establishments could need.

10 So, if NACMPI has any suggestions, a little
11 bit more detail about what types of questions to ask
12 in the survey, that would be really helpful, and if
13 that's something the committee could consider, just a
14 little more detail there.

15 DR. CHAVES: Meryl, do you have an idea of
16 what would be, who would be the target audience?
17 Would that be plant personnel, people that are
18 actually on the ground, doing slaughter or
19 fabrication? Who would that audience be?

20 MS. SILVERMAN: I think that's something the
21 committee could consider. You know, right now we've
22 just said small, very small establishments.

23 DR. CHAVES: Very good, thank you. So maybe
24 let's open this up a little bit. I do think that the
25 survey is really important. It would be very

1 difficult to get an online survey, which is what I
2 would assume that FSIS would conduct, to reach out to
3 line personnel, right. Like that's unrealistic.
4 Would the survey, or should the survey target
5 managers, supervisors, owners instead of line
6 personnel?

7 Or this information, really the only way
8 that we can solve some of these issues through
9 adequate training and technical assistance is by
10 surveying line workers. Maybe -- I don't -- that's
11 the question that I have. Maybe the committee has
12 another way to see it.

13 Yeah, I think, Mary Anne, we can have
14 different surveys, I think. Having a survey for
15 managers and a survey for non-managers would be ideal,
16 and then try to reconcile some of the needs that exist
17 between managers or the perceived needs that exist
18 between managers and non-managers.

19 Yeah, I also agree with Janet on the
20 comment, surveys have been overdone during the COVID
21 pandemic time, so nobody wants to agree, or nobody
22 wants to respond to survey.

23 I think that one of the things that FSIS
24 could do, and obviously I don't know what would be the
25 approach that they would follow, but get the

1 clientele, or get the companies through commodity
2 boards, right, so if you go to the National Pork
3 Board, or the Beef Checkoff, whatever it is that
4 you're trying to survey, then get their clients and
5 get their members to respond to those surveys. I
6 don't think that a specific company would respond to a
7 survey from FSIS. I honestly don't think so.

8 DR. HARRIS: A lot of these companies have
9 had negative experiences with answering government
10 surveys in the recent past.

11 DR. CHAVES: I agree. The other thing, and
12 of course we talked about equity, and maybe
13 streamlining some communication with regional offices,
14 but a question that I have is why is it -- how can we
15 potentially improve the relationship between FSIS
16 inspectors and the facilities? And what source of
17 information and what kind of relationship, from a food
18 safety culture, is the one that needs to be built
19 between an inspector and the facility?

20 Because more often than not, we go to
21 facilities where there is a serious lack of trust
22 between the facility and the FSIS inspector, or
23 there's many complaints from the facility about the
24 FSIS inspector.

25 MR. ROBINETTE: This is Patrick. I can't --

1 I'm telling you, if they would show up and just say
2 hello with a box of donuts, like literally, like the
3 only time we see FSIS, from the higher level, is when
4 something bad's happened. And they're here to spank
5 you.

6 So, like literally and truly, if there's
7 more time put into traveling through the countryside,
8 just to say hello, just to see how the operation's
9 going, just to -- you know, hey, I see what you're
10 doing here, but have you looked at this, you know,
11 scenario?

12 By offering suggestions, which I know they
13 say, we can't, you know, we can't give all you have to
14 do, but then, you know, we also got to understand,
15 that across the countryside, there is a whole lot of
16 new processors coming online that have zero
17 experience. And this is -- there's a bad storm
18 brewing on this.

19 There's a fellow in Nebraska, who was
20 standing -- and I know that was putting in a facility,
21 was standing on a hill to die, because he was not
22 going to do one part -- he didn't agree with one thing
23 that FSIS had told him he had to do. And he couldn't
24 justify it by not seeing it in a regulation. But it
25 literally was just, it was a combative relationship

1 right off the bat. This is what you're going to do,
2 instead of hey, let's work on the solution together.
3 In my opinion, good inspection, great inspection is
4 when FSIS and the plant are partners together, because
5 that's what we're doing here. It is a partnership.
6 And so, we lose sight of that a lot of times.

7 DR. CHAVES: I agree. I agree that most of
8 the -- anecdotally, that most of the things that I've
9 heard is that type of combative relationship between
10 the inspector and the establishment.

11 Something that I wanted to go back to, from
12 the chat, is Mary Anne, you talked about incentivizing
13 survey responders or responses, which I think is
14 great. Are there any comments from the committee on
15 how could FSIS potentially incentivize survey
16 responses? And the survey we're kind of thinking
17 about, identifying barriers, identifying training
18 needs, things like that.

19 How can we incentivize responses? One of
20 the comments in the chat is also basically, well if
21 FSIS mandates it, then people will answer, right. And
22 I think that's probably true, but is there a way that
23 we can incentivize responses?

24 MR. ROBINETTE: As a joke, you fill out the
25 survey, you get three NRs free?

1 DR. CHAVES: Any other comments about --

2 DR. HARRIS: I want to chime in on what
3 Patrick said. This is Joe again. I think FSIS
4 leadership does agree with the concept that they want
5 to be our partners in this, but that -- we need to do
6 more to develop that culture down through the system.
7 I know we have a, you know, wonderful working
8 relationship with a lot of the district managers or
9 whatever, but even the really good ones have trouble
10 getting that culture instilled through their in-plant
11 personnel, that they're our partners.

12 MR. ROBINETTE: Does people recognize also
13 that to date, inspectors aren't necessarily coming
14 from ag communities, or farm communities? Like,
15 they're really -- and I'm not knocking anybody, but
16 they're literally doctors and scientists, and like
17 they don't have any farm experience, or ag experience.

18 The original inspectors were farm boys and
19 girls. You know, but like we literally -- there's a
20 disconnect. And what has been bred into FSIS, from an
21 inspection level, that we've, you know, seen across
22 the country is, it's a power structure. I can show
23 you like, I've heard one inspector tell a plant, you
24 know, I have the power to shut you down.

25 And it's -- and that plant lived in fear.

1 And, you know, they had a -- there was, you know,
2 options there, that got taken care of, but like
3 literally and truly, it was a power structure that was
4 set up. But also, these folks just don't -- there's
5 very little -- like you talk about humane handling.

6 You know, there's very little farm
7 knowledge, you know, with these inspectors today. And
8 so what you're wanting -- and unfortunately, when
9 you're dealing with animals, what you want to see
10 happen or what you're going to have happen is two
11 totally different scenarios that's going to occur.
12 And so, like there's that, that -- I didn't mean to
13 digress, but feeding on to that comment.

14 DR. CHAVES: So, I think, Patrick, two
15 things from your comment. So from the power
16 structure, maybe this is also a recommendation on the
17 equity side of things, right, that facilities and
18 establishments have the right to know, what are the --
19 what is the jurisdiction of the FSIS inspector and
20 what are the things that the FSIS inspector the site
21 can do, and what are the things that need to be
22 elevated to a district office or regional office, or
23 to the FSIS Administrator?

24 But I do think that there is a lack of
25 clarity on what are the responsibilities and the

1 rights and all of the things that the inspector can
2 do. So, that's on the power structure.

3 MR. ROBINETTE: But sir, hold on one second.
4 But unfortunately, if you do report to an upper level
5 management, then there's a spanking that occurs later.
6 Like if it's -- like they're so, like whistleblower
7 type status, that is offered. So, it really --
8 there's an issue with the culture that's been going
9 on, because FSIS, at the time, they're short of
10 inspectors. They're short of vets.

11 So like, you can't punish or remove, because
12 what are you going to replace them with? You're short
13 already.

14 DR. CHAVES: Yeah. Okay, so defaulting,
15 making a note on the power structure and power
16 dynamics and potential retaliation for reporting to
17 higher levels. So obviously, there is a food safety
18 culture issue and communication issue here.

19 So, going to the chat, have more district
20 FSIS managers ask site or plant managers how daily
21 inspections are doing as far as the site daily
22 inspection performance. Okay, so basically improve
23 communication.

24 And another comment, "I have heard that I
25 have the power to shut you down. Newer inspectors,

1 right out of school training, have more of a chip on
2 their shoulder, in my opinion." Okay. So a lot on
3 improving communication, improving training of the
4 FSIS inspection personnel, in terms of food safety
5 culture.

6 DR. AMALARADJOU: Hi, Byron. This is Mary
7 Anne.

8 DR. CHAVES: Hi, Mary Anne.

9 DR. AMALARADJOU: A couple of things. One,
10 you know, what Patrick had put in the chat about how
11 these folks have different ideas of what food safety
12 culture is. So I think we need to do a true needs
13 assessment, but one of the survey, maybe just asking
14 them what they think about food safety, what is food
15 safety? You know. That may help us.

16 The second thing is, in terms of the
17 inspectors, right, what was mentioned about them
18 really not having a hands-on experience with animal
19 agriculture. So, I do not know if it's within our
20 purview, but maybe the company can look at, what is
21 the training material that's being used to train these
22 inspectors, right.

23 So, once we do the needs assessment survey,
24 or whatever responses we get, so the training needs to
25 match what the requirements are, right? So maybe

1 that's something that we could ask for, along the same
2 lines as we're talking about the power structure and
3 what they can and can't do, maybe the training
4 materials and what exactly they train for may help you
5 with the process.

6 DR. CHAVES: So, Mary Anne, I think this is
7 a great idea. And the training materials are -- the
8 series of the trainings are available on FSIS'
9 website, right, so we can go and take a look at what
10 are the -- not maybe the full materials, but what is
11 the foundation of the materials that are used to train
12 inspectors.

13 And actually, my own HACCP courses are based
14 on -- my meat and poultry HACCP courses are based on
15 those materials that I've used. So, I know that my
16 materials are in alliance, or comply with what the
17 inspectors are learning. But I do think that taking a
18 look, and maybe that this committee can have that as
19 one of their tasks, taking a look at the training
20 materials and identifying what are some of the
21 potential needs or gaps.

22 DR. AMALARADJOU: Yes.

23 DR. CHAVES: I think that's a great idea.

24 DR. AMALARADJOU: Yeah, because if it
25 doesn't align with what the industry needs, it

1 really -- you know, that is the miscommunication, big
2 time, and that's not going to help food safety.

3 DR. CHAVES: Yeah. I agree.

4 MR. ROBINETTE: This is Patrick. Let me
5 give you an example of, like the training perspective.
6 So, the inspectors are trained that if an animal makes
7 a sound at the time of knocking, then that's a humane
8 handling violation. Okay.

9 But with the same regard, and the good news
10 was I had a great, great, great vet, that old-school
11 vet, he also recognized though, that when the way the
12 animal falls -- you know, when you're in a knock box,
13 and you knock them, and they fall, there is a
14 compression of air that does push out, that does make
15 a sound.

16 That wasn't the animal, inhumane. That was
17 just natural body movement. But I had an inspector --
18 luckily both people were at the same time there. I
19 had an inspector -- cow dropped, air came out. Noise,
20 humane handling, luckily he was there to say no, that
21 wasn't. I'm a vet, and I'm telling you, that animal
22 was down before it -- dead before it was down.

23 So, the only -- though the training is
24 great, but training without experiencing different
25 scenarios in real life is a problem.

1 DR. CHAVES: I am taking notes, because I
2 think that's really important. So training without
3 experience in those real scenarios or real-life
4 scenarios, or course, if it's just going to remain
5 theoretical, that's an issue.

6 MS. BIRKETT: This is Sharon. One way that
7 FSIS used to communicate, either alignment or clarity
8 on specific regulations is they used to do these IKE
9 scenarios, which I found some of them to be quite
10 beneficial, gave better clarity and understanding in
11 some of the specific topics.

12 And I'm thinking about what the needs are,
13 what information needs to be shared, right, as that's
14 the topic that we're on for underserved communities,
15 and maybe it's somewhere in the realm of diverse ways,
16 or diverse media ways to communicate, not just through
17 a guidance document, because some people are just not
18 literate, and can't read them.

19 So, other diverse ways, but using this kind
20 of IKE scenario, style, as a practical way, to
21 communicate what the interpretation of the regulation
22 is.

23 DR. CHAVES: Sharon, can you spell that,
24 IKE?

25 MS. BIRKETT: I think they were I-K-E.

1 Probably somebody else, maybe Joe Harris is more
2 familiar with them, but I think they were I-K-E.

3 DR. HARRIS: It was something knowledge
4 exchange. I forgot the first word.

5 MS. BIRKETT: Yeah.

6 DR. HARRIS: But it was I-K-E.

7 DR. CHAVES: And you guys think that that
8 was useful, that that was a thing that was actually
9 useful? I'm not familiar with those, so I'm asking.

10 MS. BIRKETT: I know I found them useful, at
11 a time when some of the pathogen reduction regulations
12 were coming out, as a way to provide clarity on the
13 interpretation.

14 MS. SILVERMAN: Yes. And per the notes,
15 that is correct. They were called Interactive Know
16 Exchanges, and they were little write-ups with
17 scenarios, like that an inspector would come across.
18 I see someone put them in the chat, and then how they
19 would respond. So that's -- IKE is correct.

20 DR. CHAVES: Oh, very good. Yeah. What
21 else, in terms of the kinds of information? So I
22 guess we've talked about doing needs assessments to
23 actually determine the kinds of information that
24 underserved populations have, or yeah, the kinds of
25 information that they need.

1 But we also know that there are needs
2 already that are well established, right, access to
3 information through various sources, different
4 languages, bites of information, practical scenarios,
5 reconciling training with the actual violations.

6 Another thing that I wanted to bring up,
7 maybe, is risk-based -- and I don't know if that
8 belongs to this question, but doing a lot of risk-
9 based inspections, right. And so, a lot of
10 inspections happen by just marking yes and no on a
11 checklist, and those are not risk-based approaches to
12 inspecting. So maybe additional training on risk-
13 based inspection would be relevant.

14 Anything else in the types of information?
15 Let's see if I'm missing anything in the chat. Okay,
16 so a comment we are seeing, "SQF, which would be
17 commercial food safety standards, or third-party food
18 safety standards, they require us, as part of their
19 code of conduct food safety culture assessments
20 surveys annually to show continuous improvement. It's
21 also audited by BRC SQF annually to be certified."

22 I think that's important, and I think
23 obviously that goes beyond a regulatory perspective,
24 because a regulation's not going to ask you to have an
25 established food safety culture assessment. But if

1 you're selling to a big retailer, and they want that,
2 then of course companies have to implement it.

3 DR. COFFMAN: Hi, this is Vanessa Coffman.
4 I just wanted to know, too, we're talking about
5 underserved communities, so we want to keep in mind
6 the resources that people have available when thinking
7 about some of these things as well. I just wanted to
8 throw that out there.

9 DR. CHAVES: Vanessa, I just opened the link
10 that you sent, to the toolkit. I haven't taken a
11 look, but maybe if anybody has -- you know, Vanessa,
12 maybe you can describe some of the resources that you
13 have. And if anybody else has access to different
14 resources that we can start kind of taking a look and
15 see what's out there, that would be, I think,
16 relevant.

17 DR. COFFMAN: Yeah, I think so too. And the
18 toolkit, you know, the program that I direct has these
19 huge multinational companies in it, but they're really
20 using their power and their knowledge to develop
21 resources that are free, and accessible online, and
22 geared for small and medium-sized companies to learn
23 about food safety culture, and kind of plan their
24 journey, and what bumps in the road might happen, and
25 how to avoid those, or fix those when they do happen.

1 So yeah, I just want to think carefully
2 about if we're compiling resources, or thinking about
3 underserved communities, what financial implications
4 and human implications those have too. You know, if
5 we're talking about really small companies that just
6 have a handful of folks or, you know, a dozen people,
7 do they have the manpower to be able to implement all
8 this stuff. So yeah, just throwing that out there.

9 DR. CHAVES: Yeah. And I think that that's
10 a really good point, because we didn't really talk
11 about how are we seeing, or defining underserved
12 communities, right. Would those be in general the
13 small and very small companies, or would those be the
14 extremely rural, with living in an extremely isolated
15 area of the country?

16 We haven't really talked about that. Or if
17 they are managed and owned by minorities, what -- you
18 know, should we talk about that? I guess, what is an
19 underserved community? And maybe there is a federal
20 donation on what is an underserved community.

21 MS. SILVERMAN: Yes, I'll get that for you.
22 Just give me a minute, if you want to continue the
23 discussion, and I'll share what Angelica shared with
24 me.

25 DR. CHAVES: Okay, excellent. Anybody else

1 with comments or questions for now, about kind of
2 informations, or kinds of information that would help
3 establishments in underserved communities to be more
4 successful? And I'm assuming that's -- by successful,
5 that means increased compliance with federal
6 regulations.

7 MS. SILVERMAN: Yeah, so I put it in the
8 chat from Angelica's presentation this morning.
9 Underserved communities are defined as populations as
10 well as geographic communities that have been
11 systematically denied the opportunity to participate
12 fully in aspects of economic, social and civic life.
13 That's also in the chat.

14 DR. CHAVES: Okay. So what are some of the
15 underserved communities that maybe members of the
16 committee work with, based on this definition?

17 DR. HOLLIS: Well my under -- this is Jim
18 Hollis. My understanding, from some of the earlier
19 beginning presentation was, this can include very
20 rural communities. And South Carolina is a very rural
21 state, for the most part. And most of our
22 establishments are in the middle of nowhere, and
23 especially new ones coming on.

24 And it may be obvious but, you know,
25 especially if you want to start a slaughter plant,

1 you're not going to be in town. You're not going to
2 be right next to people. You're going to be out in a
3 rural area, where you won't get complaints, also where
4 the county will allow you to set up.

5 So that would be what we probably, our state
6 program, that would be our underserved community,
7 would just be where people are located.

8 DR. COFFMAN: And James, do these folks have
9 access to things like WiFi?

10 DR. HOLLIS: Well, that's a good point too,
11 because there are areas of the state where you can't
12 even get a cell signal. There are areas that still
13 are relying on dial-up for their internet. I know
14 they're working to spread, you know, fiber optic, and
15 using some of the monies that came during the pandemic
16 to spread that out.

17 But definitely having things online for --
18 especially if you're in the plant, can be a challenge.
19 A lot of times when our inspectors go -- you know,
20 they won't just tell people oh, go on this website,
21 look these things up. They'll actually take hard
22 copies.

23 You know, they'll say oh, do you want us to
24 get you a copy of that guidance document? We'll print
25 one off and take it to them, or mail the one. I

1 think, for the most part, we do have a small program,
2 but I think our communication with our establishments,
3 those who we regulate, is a good working relationship,
4 and a lot better than, to be honest, the short time I
5 was with USDA FSIS.

6 We do work with these people. We do help
7 them on their protocols, on their plans. We help
8 them, you know, when they have problems. We help them
9 answer questions. You know, we even help them if they
10 need help answering the NRs we write. And when I --
11 the short time I was with USDA, I was told not to do
12 that kind of thing.

13 But it is something I think you'll find most
14 state programs do. We just have a -- I think we have
15 a better, closer working relationship with our
16 inspected establishments and the people working
17 therein. That's my plug for state programs, I guess.

18 DR. CHAVES: Yeah, but this is a good point,
19 of accessing -- of based on Vanessa's question,
20 accessing WiFi, because some of the things that we may
21 want to think about is developing materials and
22 resources for isolated communities that of course seem
23 to have access to WiFi, most of them, to reach them.

24 Any under underserved communities that you
25 guys may be working with? What about native

1 populations, and what are some of the challenges of
2 working with native populations?

3 DR. HOLLIS: This is Jim again, from South
4 Carolina. I mean, we do not have any establishments
5 on indigenous lands, but I know Oklahoma recently
6 started a program with, I think it might have been a
7 Cherokee tribe, and working with them to get their
8 beef slaughtered in specific inspected plants, and
9 then got it into the local school system, as ground
10 beef, and also worked on the pricing to where the
11 amount the school system paid was within their budget
12 and yet the native tribe and the processing plants
13 were getting paid a premium for the product.

14 So I know there are groups out there working
15 with again, indigenous populations, just not in our
16 state.

17 DR. CHAVES: Thank you. Going back to one
18 of the comments in the chat from Mary Anne, I think
19 that the cultural sensitivity aspect is really
20 important, so maybe make a note here, when we're
21 thinking about certain underserved populations, that
22 we cannot really just use the same resources that we
23 use for everybody else, that they need to be
24 culturally sensitive and appropriate.

25 And that's something that, whether the

1 resources come from my university extension service or
2 FSIS, they would need to be vetted for that cultural
3 sensitivity, under the larger umbrella of equity in
4 access to adequate resources.

5 Correct, yeah. One plan doesn't fit all.
6 Any other underserved populations? Of course, we've
7 talked about migrant populations, right, and Southeast
8 Asian, Latin American, African, certain African
9 diasporas working in meat and poultry processing
10 operations now. Anybody else that has examples of
11 underserved populations?

12 DR. AMALARADJOU: Hi. This is Mary Anne. I
13 think that the Amish community, some of the resources
14 we talk about, they may not use them. They may not be
15 open to use them. That's what I meant by the
16 resources are what we plan to use, or even the surveys
17 we're thinking of sending out, right.

18 DR. CHAVES: Yeah. They wouldn't have
19 access to (indiscernible), yeah.

20 DR. AMALARADJOU: Exactly. So, yeah. So
21 the other question, kind of unrelated -- well, also
22 related is, the inspectors, besides their regular
23 training on inspection, do we know what kind of
24 training they get on DI? Because that can be
25 important. Like, when -- I think it was Patrick, was

1 talking about this power dynamics, right, we talk with
2 micro admissions, and so on and so forth, and we are
3 specifically talking about underserved communities,
4 you know, well at least I do not know what training
5 they get. I think that is important as much as food
6 safety training is important.

7 MR. ROBINETTE: Yeah.

8 DR. CHAVES: I do think that reminds me of a
9 study that is published, and it might be in a -- I
10 read it a few years ago, but there is a study that, in
11 environmental health assessments for restaurants, that
12 ethnic restaurants seem to get lower food safety
13 assessments, right, because there is an inherent bias
14 from the inspector, that you tend to treat these
15 people a little harder, in ethnic restaurants.

16 And so, that can -- that is somewhat related
17 to this, right, where we see that if you don't have
18 the cultural sensitivity to understand how maybe a
19 process happens for a certain culture, then you may,
20 you know, find additional or extra hurdles for those
21 people.

22 Okay, very good. Any other comments or
23 questions about information that we can use to make
24 underserved communities more successful?

25 (No response.)

1 DR. CHAVES: We have about 45 minutes before
2 we have to reconvene to wrap up for the day. So
3 let's -- I say, I don't know, Meryl, if it would be
4 okay to take a five-minute break, or if people just
5 want to keep going, before we address question number
6 3.

7 MS. SILVERMAN: Yeah, that's up to the
8 committee, if you want to take a break. And yes, we
9 have until 3:50 when we'll come back just for some
10 closing remarks for the day.

11 DR. CHAVES: Okay. I vote for a five-minute
12 break, five-minute bio break.

13 MS. SILVERMAN: Okay. Do you want to say to
14 come back at 3:10?

15 DR. CHAVES: At 3:10, yeah. That would be
16 great. Okay, thanks everybody.

17 MS. SILVERMAN: Thanks.

18 (Off the record.)

19 (On the record.)

20 DR. CHAVES: So I think we can go ahead and
21 get started to maybe do one last question, and then we
22 will have three more questions for tomorrow. So,
23 let's see. Any comments or questions coming from
24 break, regarding question 1 or question 2?

25 (No response.)

1 DR. CHAVES: Okay. Hearing none, okay,
2 question number 3. How can FSIS more effectively
3 promote awareness in use of current valid scientific
4 information in support of small and very small
5 establishments' food safety systems? So how can FSIS
6 more effectively promote awareness and use of
7 resources?

8 DR. HOLLIS: This is probably too specific
9 for the question, but one of the things that FSIS has
10 done over the years is, they've done a very good job
11 of communicating some resources that establishments
12 can use when they have issues. For example, one I
13 know some of you are very familiar with, the various
14 pathogen modeling programs.

15 But I think FSIS would be wonderful if FSIS
16 could, you know, help train us, train establishments
17 on how to use them, because they're not very self-
18 explanatory when you go to them on your own. So,
19 that's just one example, but when they direct
20 establishments to certain resources, they should offer
21 more guidance and support on how do they utilize
22 that resource.

23 MS. SCHWARTZ: Maybe through webinars, or
24 YouTube videos, or some sort of other tools besides
25 just written documents, right, to communicate the

1 message.

2 MR. ROBINETTE: A hundred percent.

3 DR. CHAVES: What are your thoughts on -- we
4 know that FSIS, of course, has a lot of resources. I
5 don't know how many of those resources are used by
6 industry, compared to extension services, right,
7 because people in smaller communities, and processors
8 tend to trust university extension services resources.

9 And just to give you an example, for
10 example, here in Nebraska, when I don't have a HACCP
11 course scheduled for Nebraska and I send people, let's
12 say to Kansas, lot of people have told me before, no I
13 would rather just wait to take it through the
14 University of Nebraska. That's how strongly they feel
15 about their extension services.

16 And so I wonder, what is the, maybe the
17 relationship that FSIS should foster with university
18 extension services to disseminate some of their
19 materials? What are maybe the thoughts of the
20 committee about this?

21 MR. ROBINETTE: Wouldn't that be a good
22 place for a peer-to-peer connector program to be
23 established?

24 DR. CHAVES: A peer-to-peer program between
25 FSIS and extension?

1 MR. ROBINETTE: And the plant.

2 DR. CHAVES: Okay.

3 MR. ROBINETTE: Try and use social media
4 networking, or social media theory, or social network
5 theory as a concept, and then it creates a peer-to-
6 peer program, and that is between the three entities.

7 DR. CHAVES: Okay. So maybe I'll translate
8 that was strengthening communication and collaboration
9 between FSIS, local extension services, and the meat
10 and poultry industry. I don't know how a peer-to-peer
11 program would work. Patrick, would you mind expanding
12 on that?

13 MR. ROBINETTE: So, the concept of the
14 social network theory is, is that one person trains
15 the person, and then that person goes to their
16 community, and then they train, and then those people
17 would then train, you know. But so, from a peer-to-
18 peer, one of the things I'm having to struggle here
19 is, I don't want to bash North Carolina, okay, but a
20 lot of things that we're discussing here, almost if
21 I -- in response to things like what's happening
22 across the country does not necessarily happen here in
23 North Carolina.

24 So for example, our meat scientist, who is
25 our HACCP coordinator at NC State, doesn't have the

1 resources to do anything other than teaching. So you
2 really have a lack of support in a HACCP coordinator,
3 but he's identified as a HACCP coordinator. So like,
4 but if we can create these peer-to-peer networks where
5 FSIS comes in, trains him, he puts together a little
6 training, a couple of people, you know, across the
7 state, and then they're responsible for training the
8 processors in their community, it all kind of, you
9 know, comes together.

10 DR. CHAVES: Yeah. So I can tell you that I
11 know your -- I know the person you're talking about,
12 Dana, because it's the same for me, right. I am
13 tasked with being the Nebraska state coordinator for
14 HACCP, and teach HACCP, but I also have to teach
15 regular university courses --

16 MR. ROBINETTE: Correct.

17 DR. CHAVES: -- and I also have a lab that I
18 have to manage and generate research.

19 MR. ROBINETTE: Right.

20 DR. CHAVES: Right, so there's a --

21 MR. ROBINETTE: Correct.

22 DR. CHAVES: -- a conflict of a lot of
23 different things.

24 MR. ROBINETTE: Love Dana to death. No, we
25 like him. Love Dana to death. Known him for

1 generations, okay. But unfortunately, we're believing
2 that there's all these resources and that are on
3 paper, but they're not being able to be implemented
4 because we don't have the manpower.

5 DR. CHAVES: Yeah.

6 MR. ROBINETTE: They don't have the funding.
7 You know, and I mean, in like from my sampling, my son
8 is majoring food safety at NC State.

9 DR. CHAVES: Good.

10 MR. ROBINETTE: But it's not meat science,
11 because the department doesn't have money.

12 DR. CHAVES: Yeah.

13 MR. ROBINETTE: So, but --

14 DR. CHAVES: Well, he should have come to
15 Nebraska.

16 MR. ROBINETTE: That's where I graduated at,
17 from third -- yes. I tried.

18 DR. CHAVES: Good. Okay, very good. Yeah.
19 So yeah, lack of funding. I understand working with
20 extension services, there's only a limited amount of
21 things that we can do. Serving small and very small
22 facilities is challenging, especially in
23 geographically large states, of course like North
24 Carolina or Nebraska where we have to drive eight
25 hours across the state to get to a place, right,

1 seven, hours. And so I understand that.

2 MR. ROBINETTE: Yeah, kind of like --

3 DR. CHAVES: (Indiscernible) in that
4 dimension.

5 MR. ROBINETTE: Yes. Kind like concept of
6 trust, as a trust not established network, end result
7 would establish trust. Like I said, FSIS to the plant
8 is the boogey man. So if they walk in and say hey, we
9 can give a recommendation, you need to do this, oh
10 they're just putting another regulation, another thing
11 I have to do, another cost.

12 But if it can come out from a different
13 standpoint, from a different direction, wait a second,
14 maybe I need to implement this. But also, I have a
15 struggle, and there's other places that have a
16 struggle where regulations are coming in because of
17 something that the big plants have done.

18 We don't have these same experiences at a
19 lower plant, or at a lesser plant, because we're not
20 running the volume through. And so that's a hard one.
21 It's almost like you need to have a set of regulations
22 for large plants and then a set of regulations for the
23 small and very small plants, because we don't have the
24 same experiences.

25 And also, the last part would be is the

1 understanding that when new regulations come in, if we
2 have a validated HACCP plan that is routinely being --
3 a verified HACCP plan, routinely being validated
4 through operation, when new regulations comes down,
5 that doesn't mean that we have to change everything,
6 because that changing is a corrective action, if you
7 ever have that experience.

8 But your HACCP plan has been validated, and
9 monitored. Just because a new regulation comes down
10 because of something that's going from the bigger
11 plants doesn't necessarily mean we all have to change
12 our HACCP plans to meet that, because we've been
13 operating without that problem before. That's my
14 opinion.

15 DR. CHAVES: Yeah. And I agree with you,
16 Patrick, and I think that that ties back to something
17 that was mentioned for question 1, which is when
18 notices and directives are updated, how can small and
19 very small plants that are not necessarily looking at
20 FSIS' website every day, how can they be notified that
21 things have changed, right, or that something needs to
22 be updated?

23 And I don't know if that would be through
24 the FSIS inspector, through the state, through
25 extension services. There could be a number of

1 different venues. But that communication, I think, is
2 challenging.

3 Another comment, yeah, the meat and poultry
4 associations, yeah the commodity boards are typically
5 very good at updating their members. And then the
6 local associations, like the Nebraska Association of
7 Meat Processors and things like that.

8 A little note from Patricia, in the
9 comments, "FSIS needs to develop relationships with
10 other groups that are in underserved communities."

11 Okay. What else? What else can FSIS do to
12 more effectively promote awareness and use of valid
13 scientific information? As we've said, there is a,
14 almost a ridiculous amount of information out there,
15 when it comes to food safety. There's lots of
16 validation studies.

17 And you guys may be aware, the University of
18 Wisconsin used to have a -- well, still has it, but
19 it's not as updated as it used to be, but it is a
20 HACCP repository, basically, for validations. I don't
21 know how updated it is, but what -- how can that
22 valued scientific information be better used and
23 disseminated by FSIS?

24 One of the comments is short videos, stay in
25 touch with stakeholders. I'm a strong proponent of

1 social media. Of course, the federal government
2 doesn't use most of the social media platforms.

3 MR. ROBINETTE: What you said about the, you
4 know, Wisconsin, and also Texas A&M has one too. When
5 I get introduced to people that are wanting to put
6 together a plan, the HACCP part is a problem. And
7 they get -- they're stuck. And I'm like, go to
8 University of Wisconsin, there's your HACCP plan, or
9 go to Texas A&M, there's your HACCP plan.

10 And it's amazing how they don't know that's
11 out there. So again, is it that we know that the
12 information's out there, we just don't know that the
13 information's out there? The execution of the
14 publication of it is not where it should be.

15 DR. AMALARADJOU: And to add to that -- this
16 is Mary Anne. So, sometimes too much information is
17 also an issue, right. So we have extensive resources.
18 Some of them may be outdated, right. I mean, things
19 change in the blink of an eye.

20 So, and also as Janet said in the comment,
21 maybe it can be -- I do not know who's going to do
22 that, but maybe it can be distilled so it's simpler,
23 and it's not too extensive, because you can get
24 overwhelmed. You don't know what you should read and
25 where you should go, and what is applicable to you or

1 not.

2 I'm not sure -- like Janet has mentioned
3 maybe creating a searchable database, and also maybe
4 distilling it, right. So we're talking about
5 scientifically validated information, most of which
6 comes from scientific publications. And we know they
7 are not reader friendly. They're not --

8 MR. ROBINETTE: No, they're not.

9 DR. AMALARADJOU: -- totally targeted.
10 Exactly, so if there is a way to distill it, and keep
11 it short and sweet, if it's possible so, you know --
12 we can always provide links and other resources for
13 them to go take a detailed look at how things are
14 done, or should be done, but it's very
15 (indiscernible).

16 DR. CHAVES: I think, Mary Anne, one of the
17 things, something that I would suggest there is if
18 that FSIS could, you know, spare some dollars and
19 create this database, that would be amazing, and then
20 maybe have the connection with extension on that
21 database. And if you don't know how to use this
22 database, maybe reach out to your extension, local
23 extension person, that can help you do this.

24 But there already exists a repository, that
25 even us as extension specialists can direct people,

1 and go in and take a look at the literature. Another
2 issue with this sometimes is that people have to pay,
3 right. Some of the journal articles are not available
4 for people. And so they do a search online, find a
5 paper, they don't have access to it.

6 If they do have access, they may not know
7 how to interpret it. And so I realize, and I've
8 noticed that all of these are issues. But at least
9 having a central repository of information would be, I
10 think, a phenomenal first step.

11 DR. HARRIS: Byron, I think I agree with
12 you. And part of it -- the second part of that issue
13 is, so much of the supporting documentation that we
14 rely on as an industry and as establishments, are
15 scientific publications. And the difficulty is not
16 only getting access to them and interpreting them, but
17 deducing what are the critical parameters, what are
18 the critical operating parameters, because FSIS
19 expects us to do that.

20 And especially with small and very small
21 establishments, that could be a real difficult thing,
22 because you're a researcher, you publish articles.
23 Just because you measured something in an article
24 doesn't -- and presented data, doesn't mean that's a
25 critical --

1 DR. CHAVES: Yeah.

2 DR. HARRIS: -- operating parameter. And
3 so, that is a real challenge for these establishments,
4 to identify those.

5 DR. CHAVES: I think, Joe, that has to be
6 maybe clearer on when we teach HACCP courses, I
7 always -- there's a section, I believe in every HACCP
8 course, that's talking about sources of information.
9 And when we -- for HACCP allocation. And when I talk
10 about, at the material interventions and scientific
11 publications, I always tell people, you know, we do a
12 lot of research in my lab, right. We generate that
13 research that's published. It's peer reviewed.

14 But just because something gets published
15 doesn't really mean that it's even going to be
16 applicable to your own operation, right, because the
17 parameters that we use, under very controlled
18 conditions, can only be an approximation to what
19 happens in industry.

20 So maybe even having that clarity, that
21 people shouldn't just blindly rely on a scientific
22 publication, and then that you can use extension
23 services and maybe Ask FSIS as a way to determine if
24 what you find in a scientific publication is
25 applicable to your process and product.

1 Very good. What else can FSIS do to more
2 effectively promote awareness in use of valid
3 scientific information? I think there's other things,
4 right. I think that additional training of inspectors
5 would be valuable, on how to use this data, how to use
6 scientific publications. Doesn't mean that they have
7 to become an expert on how to generate the science,
8 but I don't know, maybe how to read a paper, and how
9 to determine if something can be useful for a
10 processor.

11 Funding, right, I think that FSIS should
12 provide funding, through a competitive program, or
13 competitive process for universities, or nonprofit
14 organizations to maybe develop some of these databases
15 and repositories.

16 Yeah, the comment on the chat from Patricia,
17 I don't know that they work directly -- I mean I don't
18 know what are some of the MOUs, for example, that have
19 been established. But I think that those would be
20 good resources, or good collaborators for developing
21 things like this.

22 Okay. Maybe what is the role of commodity
23 boards, right? What should be the role of the
24 National Meat Institute, the North American Meat
25 Institute, or the Pork Checkoff, or of the Egg and

1 Poultry Association? What should be the role of those
2 commodity boards? Or what can FSIS do with those
3 commodity boards?

4 MR. ROBINETTE: This is Patrick. I'm just
5 going to lay this out here. If we're focusing on
6 small and very small, I can tell you, throughout the
7 countryside, there is a distrust with the commodity
8 boards.

9 DR. CHAVES: Okay.

10 MR. ROBINETTE: With the small and very
11 small plants, due to the fact, the small and very
12 small are already at a competitive disadvantage. And
13 they believe that the majors have infiltrated the
14 commodity boards. And so there's distrust of some
15 sorts that's going on there.

16 DR. CHAVES: Okay. That's fair. That's
17 fair, that's good to know.

18 DR. HARRIS: Patrick, I've experienced that
19 was well. I know where you're coming from. This is,
20 comes from a whole different government agency, but
21 something I think FSIS could consider. And this is
22 actually just, it was within the state of Texas, as
23 part of their state-level OSHA, not enforcement, but
24 regulatory framework.

25 They have a program, I think it was -- or I

1 think they still have it, called OSHCON. And I think
2 it's -- or OSHCOM or whatever. It basically is
3 related to OSHA compliance. And you can call them and
4 request somebody to come, and they complete -- they
5 don't even have the authority to regulate you.

6 But they will come in and do a mock OSHA
7 inspection for you, and point out the areas that you
8 need to do better. And I think that that would be a
9 really cool thing, if you could -- if FSIS could come
10 up with an entity that they would partner with, that
11 had no regulatory authority whatsoever, but could
12 visit establishments and point out things, say here's
13 where I think this could be an issue for you, you
14 ought take a look at this, and so that there's not
15 that, you know, as Patrick has reminded us, there's
16 not that level of distrust, going like, well they're
17 just out to get me.

18 Now, I don't know how you get that level of
19 trust, but I know, in Texas, with the OSHA thing,
20 there's a very high level of trust, and it does not --
21 whatever they find in your facility, it does not lead
22 to regulatory enforcement, directly. They tell you
23 what's wrong and you fix it before your next OSHA
24 inspection.

25 MR. ROBINETTE: You know, when they started

1 that whole humane handling, robust humane handling
2 plan, they offered, FSIS offered an opportunity for
3 them, you know, you to have somebody come in, doing a
4 review of your operation, and then make suggestions.
5 And it was amazing, though, the number of people that
6 didn't take -- participate that.

7 Matter of fact, all what they're going to --
8 and literally, this is what was said, they're going to
9 go ahead and know where my problems are so then they
10 could write the NRs later.

11 DR. HARRIS: I agree that getting that level
12 of trust will be a challenge. And again, I don't know
13 if FSIS would need to partner with a third party, so
14 they're not even an FSIS employee doing it. I don't
15 know, but I do know that we seen, on the worker safety
16 end of things, it's been very successful. And a lot
17 of small companies feel like they've avoided a lot of
18 fines by getting a heads up, to get something fixed
19 before it cost them.

20 MR. ROBINETTE: And I totally agree. I
21 totally agree. Like I said, I'm one, I welcome FSIS.
22 I want the people that are judging me to come in and
23 tell me what I'm doing wrong without, you know, the
24 regulatory side. So like, I'm not in fear of it.
25 It's just -- like I said, it's the culture that has

1 been developed over the years, that everybody is in
2 fear of it, of FSIS.

3 Look at the number we just talked about
4 earlier today about the custom exempt stuff. Look at
5 the number of plants. And the whole state of
6 Pennsylvania, when they got rid of state inspection,
7 went custom exempt because they're fearful of federal
8 regulations. It's the same regulations. And she did
9 that for people's heads.

10 DR. CHAVES: Okay. Just, of discussion, let
11 me take a look at the chat. "Georgia has a good
12 program that helps food manufacturers with OSHA and
13 food safety," so let me take a look at this link. I
14 think that that takes me to a hike scenario, for
15 humane interactive knowledge exchange.

16 (Simultaneous speaking.)

17 MR. ROBINETTE: (Indiscernible) the
18 interpretation.

19 DR. CHAVES: Yeah. Janet, I don't -- yeah.
20 Janet is looking for the right link. Any other
21 comments or questions before we -- I would like this
22 last ten minutes to maybe summarize some of the things
23 that we've discussed before we go into the larger
24 room. So maybe any final comments or questions about
25 question number 3, how can FSIS more effectively

1 promote awareness and use of valid scientific
2 information?

3 Okay. Yeah, I'll open the link, and --
4 yeah, go ahead.

5 MR. ROBINETTE: This is Patrick. So, I'm
6 just asking. I'm not into the academia side, but
7 isn't there -- is there a system where you take these
8 scientific documentations and kind of created a -- I'm
9 not trying to belittle it. Trust me, my daughter is
10 master's, PhD, okay, but is there a way to make a
11 Cliff Note comic book type version, just to see if
12 there's something theatrical in there, or theme wise
13 in there that is relatable to --

14 DR. CHAVES: I think that there is. I think
15 that basically just requires a lot of time, right. So
16 if you tell me, I don't know, can you create a short
17 document on what is the safety of nitrite replacers
18 for cured meat products, right, yeah maybe we can find
19 25 scientific journal articles and then distill each
20 one of those.

21 Distill them is the word that Mary Anne
22 used, that I like for some of the scientific --

23 (Simultaneous speaking.)

24 MR. ROBINETTE: Is this where AI comes in?

25 DR. CHAVES: Maybe, maybe. I think maybe

1 for the future, maybe yes, to create a summary of the
2 interpretation of the data. I think that even in a
3 summarized way, the direct applicability of the
4 results of a scientific publication to a specific
5 product and process needs to be determined by a
6 person. So, but who knows? Maybe we will be replaced
7 by AI in that regard sometime soon.

8 Yeah. The link in the chat from Janet, it's
9 from the Georgia Manufacturing Extension Partnership.
10 And it seems like they do have kind of like a more
11 comprehensive occupational safety and food safety kind
12 of training course. And so this is a good resource to
13 add.

14 MR. ROBINETTE: But again, me in North
15 Carolina doesn't know what Georgia has.

16 DR. CHAVES: Right.

17 MR. ROBINETTE: In North Carolina, we're
18 going to focus on fruits and vegetables, and FDA --
19 yeah. So like, you're almost having an outreach to
20 compile what all the states are doing.

21 DR. CHAVES: Yeah. I think that's when --
22 and again, not to keep, you know, bring up extension
23 specialists, because I am an extension specialist, but
24 I think that that is when your extension specialist
25 can help locate information. We know, for example,

1 and I tell people, I don't need to reinvent the wheel,
2 I'm not going to recreate a website of something that
3 already exists. I'm just going to point you to the
4 direction.

5 But local people sometimes want the name of
6 the state on their resources that they're using,
7 right. So sometimes we do have to duplicate things.
8 But I think that pointing out how an extension
9 specialist that knows how to locate some of these
10 resources that already exist is valuable.

11 Okay. I don't see anything else in the
12 chat. Very good. And some descriptions, yeah we've
13 talked about some of those issues. How do we
14 translate scientific publications into a digestible
15 document. Any other comments or questions?

16 If not, maybe just the last few minute we
17 can go through some of the notes, maybe from
18 Anastacia, and I've also been taking a lot of notes.
19 Question 1, what are some barriers that inhibit small
20 and very small regulated establishments from operating
21 successfully, maybe for compliance. So there are
22 different types of barriers for implementing food
23 safety management systems.

24 We noted some of those communication
25 barriers with district offices and with inspectors.

1 There's also location, cost, language barriers, and
2 lack of maybe technical assistance in those languages
3 that people may want to have because of their low
4 literacy levels.

5 Okay, let's see, hiring the workforce and
6 having a constant turnover of people that need to be
7 retrained. That is also an issue.

8 Okay, Anastacia, if you can scroll down.
9 For question number 2, what are the most critical
10 kinds of information that would help make small and
11 very small establishments in underserved communities
12 more successful, so we discussed a little bit about
13 underserved communities that we work with.

14 Of course there are guidance documents that
15 need to be farther broken down into digestible pieces.
16 The use of social media, making sure that people have
17 access to WiFi. Clarity of jurisdiction of FSIS, and
18 of course making sure that there's not going to be
19 retaliation if there is some kind of conflict between
20 an establishment and an FSIS inspector when the
21 establishment goes to a regional office.

22 Okay. Maybe reconciling that training that
23 the inspectors get with what is actually happening in
24 industry, and that the training needs to be risk-
25 based. Okay. Cultural sensitivity was another thing

1 that we talked about, under the equity umbrella.

2 And then for question number 3, how can we
3 have an FSIS effectively promote awareness and use of
4 valued scientific information? We said webinars,
5 YouTube videos, have maybe those digestible pieces
6 from the scientific literature, create peer-to-peer
7 networks. Okay.

8 Let's see. Different resources, of course,
9 for small and very small facilities versus the big
10 ones. We talked a little bit about that mistrust,
11 lack of trust and maybe lack of communication with
12 commodity boards that are mostly driven by larger
13 operations. And of course, relying a lot on local
14 extension services to vet information and to identify
15 information that is applicable to the facilities.

16 Oh yeah, conducting the surveys. I forgot
17 about that. On question number 1, we talked a lot
18 about conducting a survey. So that would be a
19 recommendation for FSIS, conduct a survey of managers
20 and non-managers, to determine what are the actual
21 training needs, the preferred training methods and the
22 barriers that people have to getting adequate
23 training, and training that is actually going to be
24 helpful to increase regulatory compliance.

25 DR. AMALARADJOU: Hey Byron, I just wanted

1 to add, so when we talk about the third question,
2 where we say how can we reach, how FSIS can reach, we
3 have talked a bit about translating science and
4 getting that information. So, USDA has a lot of great
5 resources, right? Like hey have the eOrganic
6 Extension. SARE has its own network, which is a
7 repository for all extension programs.

8 So I'm wondering if that -- and extension is
9 basically distilling, right, making it easily
10 accessible and user friendly. So I'm wondering if
11 that could be a starting point, using the resources
12 that already available through these online USDA
13 resources to --

14 DR. CHAVES: So bearing in mind,
15 (indiscernible) are specific, and some of those are
16 specific for meat and poultry processors.

17 DR. AMALARADJOU: They are -- no, they're
18 not specific, because everything goes in there, right.
19 I mean, if you get funded through any of these
20 programs, and if you have an extension program, which
21 is in almost all universities, then they do submit,
22 run their reports, that goes into there, right.

23 So anything you develop that has an
24 extension outreach component goes under these online
25 resources, right. So, you just mentioned, we neither

1 have the time nor the capacity to reinvent the wheel.
2 So, we already that, right, is that, you know, like I
3 think Janet, she mentioned how a searchable database.
4 Maybe that is the starting point, right. I'm sure
5 USDA has something, you know.

6 DR. CHAVES: Yeah.

7 DR. AMALARADJOU: But that would be a good
8 way to take that information that's already --

9 DR. CHAVES: Yeah. It's already out there.
10 We just need to compile or centralize it.

11 DR. AMALARADJOU: Yeah. And pool whatever
12 we think is applicable, you know, into one --

13 DR. CHAVES: And Mary Anne, you mentioned
14 SARE and what was the other one that you mentioned?
15 Organic?

16 DR. AMALARADJOU: eOrganic.

17 DR. CHAVES: eOrganic.

18 DR. AMALARADJOU: And then there is the
19 extension where the X is intact.

20 DR. CHAVES: With the X, uh-huh.

21 DR. AMALARADJOU: Yeah.

22 DR. CHAVES: Extension, yeah.

23 DR. AMALARADJOU: And then SARE, and also
24 there is SANET-MG.

25 DR. CHAVES: Can you put it in the chat,

1 please?

2 DR. AMALARADJOU: Sure. That's actually a
3 discussion group.

4 DR. CHAVES: Okay. That one I have never
5 heard of.

6 DR. AMALARADJOU: That is also through SARE.
7 It's like an online discussion board.

8 DR. CHAVES: Okay. Okay maybe, it's not
9 maybe, just something that both Patrick and Joe
10 mentioned earlier, facilitating communication between
11 or among small facilities, right, to share some of
12 those challenges, share some of those resources that
13 are applicable to small and very small facilities.

14 So maybe FSIS can actually facilitate some
15 of those neural connections, and the network
16 development that Patrick and Joe talked about.

17 MR. ROBINETTE: There's one more thing and,
18 you know, let's look at the resources that the science
19 has right now, and they have Ask FSIS, okay. Now when
20 you ask FSIS, the problem is, if you don't word the
21 question correctly, or word your question correctly,
22 you're not going to have an answer that's applicable
23 to the situation.

24 DR. CHAVES: Yeah.

25 MR. ROBINETTE: Right. But they've also put

1 together that small plant help hotline. However,
2 every time you call it, you have to leave a message
3 and then wait for somebody. So --

4 DR. CHAVES: Yeah.

5 MR. ROBINETTE: -- it almost is in your
6 staff, create a staffing of a phone bank, so that --
7 because like I said, a lot of people --

8 DR. CHAVES: Yeah.

9 MR. ROBINETTE: -- really and truly, when
10 they type out to ask a question --

11 DR. CHAVES: Uh-huh. So I'm making a note.

12 MR. ROBINETTE: You're not getting the full
13 picture.

14 DR. CHAVES: I'm making a note, Patrick,
15 because we have 30 seconds. So it's maybe make Ask
16 FSIS more user friendly, so that the wording of the
17 question --

18 MR. ROBINETTE: Right.

19 DR. CHAVES: Sometimes the processor may not
20 know exactly how to word the question and so they
21 still want an answer. But we have to go. We have 15
22 seconds. But thank you, everybody.

23 Thanks Anastacia for taking notes. If you
24 can send me those notes so I can compile with mine,
25 and insert them in the report together before the

1 start of the day tomorrow, that would be great.

2 Thanks, everybody.

3 MS. SILVERMAN: I'll have to get an email
4 address.

5 (Whereupon, at 3:50 p.m., the subcommittee
6 was concluded.)

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C E R T I F I C A T E

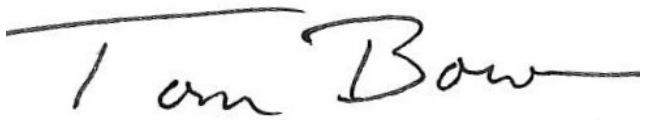
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in the matter of:

NATIONAL ADVISORY COMMITTEE ON
MEAT AND POULTRY INSPECTION
SUBCOMMITTEE B
ASSISTANCE TO BUSINESSES CURRENTLY
UNDER FSIS INSPECTION

Via Webex

June 21, 2023

were held as herein appears, and that this is the
original transcription thereof for the files of the
United States Department of Agriculture, Food Safety
and Inspection Service.

A handwritten signature in black ink that reads "Tom Bowman". The signature is written in a cursive style with a horizontal line underneath it.

TOM BOWMAN, Reporter

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