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OKLAHOMA ADVISORY COMMITTEE
to the
US COMMISSION ON CIVIL RIGHTS

Senate Room
Clarion Hotel
4345 North Lincoln Boulevard
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P R O C E E D I N G S

1
2 DR. MITCHELL: Good morning. The meeting of
3 the Oklahoma Advisory Committee for the US Commission on
4 Civil Rights shall come to order. For the benefit of
5 those in our audience, I shall introduce myself. My name
6 is Earl Mitchell. I am the chairperson of the Oklahoma
7 Advisory Committee to the US Commission on Civil Rights.

8 The members of the committee presently here
9 with us this morning is Dr. Maletz from Norman, Ms. Aurora
10 Ramirez Helton from Tulsa, Mr. Bob Giago from Oklahoma
11 City. We have Mr. Charles Fagin from Oklahoma City and
12 Ms. Phyllis Fist from Tulsa.

13 We are here to conduct a community forum for
14 the purpose of gathering information on selective
15 education and employment issues. We will take a look at
16 the broad range of perspectives in order to identify civil
17 rights issues related to the job training in the
18 employment area and vocational and technical education
19 programs.

20 The jurisdiction of the commission includes
21 discrimination or denial of equal protection of the law
22 under the Constitution because of race, color, religion,
23 sex, age, handicap, or national origin, or in the
24 administration of justice. Information which relates to
25 the topics of the forum will be especially helpful to the

1 advisory committee.

2 The proceedings of this meeting, which are
3 being recorded by a public stenographer -- we have Ms. Sue
4 Brindley from On The Record -- will be sent to the
5 commission for its consideration. Information provided
6 may also be used by the advisory committee to plan future
7 activities.

8 At the onset, I want to remind everyone present
9 of the ground rules. This is a public meeting open to the
10 media and the general public. We have a full schedule of
11 persons who will be providing information within the
12 limited time we have available.

13 The time allotted for each presentation must be
14 strictly adhered to. This will include a presentation by
15 each participant, followed by questions by committee
16 members.

17 And to accommodate persons who have not been
18 invited but wish to make statements, we have scheduled an
19 open session from approximately 4:30 p.m. until 5:00 p.m.
20 this afternoon. Anyone wishing to make a statement during
21 that period should contact Mr. Ascension Hernandez for
22 scheduling.

23 Written statements may be submitted to the
24 committee members or staff here today or by mail to the US
25 Commission on Civil Rights, 911 Walnut, Suite 3100, Kansas

1 City, Missouri, 64106. The record of this meeting shall
2 be closed on July 1, 1994.

3 Though some of the statements made today may be
4 controversial, we want to ensure that all invited guests
5 do not defame or degrade any person or organization. In
6 order to ensure that all aspects of the issues are
7 represented, knowledgeable persons with a wide variety of
8 experiences and viewpoints have been invited to share
9 information with us.

10 Any person or any organization that feels
11 defamed or degraded by statements made in these
12 proceedings should contact our staff during the meeting so
13 that we can provide an opportunity for public response. I
14 urge all persons making presentations to be judicious in
15 their statements.

16 The advisory committee appreciates the
17 willingness of all participants to share their views and
18 experiences with the committee. Mr. Melvin Jenkins, the
19 director for the regional office, will now share some
20 opening remarks with you.

21 MR. JENKINS: Thank you, Doctor.

22 For the record, I want to introduce Ascension
23 Hernandez, who is the civil rights analyst responsible for
24 the states of Oklahoma, Kansas, Iowa, Nebraska, and
25 Missouri. He has been working with the Oklahoma Advisory

1 Committee for quite some time, and has put together the
2 topic for today's meeting.

3 In addition to that, we have JoAnn Daniels, who
4 is my administrative assistant, who will take the
5 statements and sign the participants in today.

6 The topic that we are covering today is one of
7 first impression for the central regional office out of
8 Kansas City, and perhaps for the Commission on Civil
9 Rights itself.

10 The information that we will gather today and
11 the next day in Tulsa and the background information that
12 has already been prepared will be utilized by the state
13 advisory committee in preparing a report for the national
14 commission.

15 In addition, once the report has been drafted
16 and approved by the advisory committee, a press conference
17 will be held to release the findings of that report.
18 Although the report may not contain recommendations, the
19 advisory committee will work with key groups and
20 individuals in the state of Oklahoma to ensure the report
21 is widely disseminated.

22 The topic, again, is one of first impression.
23 We hope to be able to utilize the information not only for
24 the state of Oklahoma, but the findings may well be used
25 by the other advisory committees in the nine-state region

1 that we handle.

2 Again, we from the Kansas City office are happy
3 to be in Oklahoma City today and looking forward to
4 hearing the information from the various participants.
5 Thank you.

6 DR. MITCHELL: Okay. We may proceed with the
7 first item on the agenda, is a welcome by Ms. Joyce
8 Jenkins-Plunkett from the city of Oklahoma City.

9 MS. JENKINS-PLUNKETT: Yes.

10 DR. MITCHELL: Would you come up -- yes,
11 please.

12 MS. JENKINS-PLUNKETT: For the record, I am
13 Joyce Jenkins-Plunkett with the Oklahoma City Human Rights
14 Commission, and I have been given the charge by Mr.
15 Hernandez today to bring the welcome and greetings from
16 the mayor of Oklahoma City, Ronald J. Norrick [phonetic],
17 to this community forum on civil rights issues pertaining
18 to job training and vocational and technical education
19 programs in Oklahoma City.

20 The office of the mayor applauds the Oklahoma
21 Advisory Committee, the US Commission on Civil Rights, and
22 the central regional division out of Kansas City,
23 Missouri, for bringing together a wealth of knowledgeable
24 participants for gathering information on selected
25 education and employment issues in Oklahoma.

1 The public community forum is welcomed, and may
2 each community that is represented here today enjoy your
3 visit to Oklahoma City, and we encourage you to visit some
4 of the sights that we have here for you to see today.

5 To the chairperson of the Oklahoma Advisory
6 Committee, Dr. Earl Mitchell, to the director of the
7 central regional division, Mr. Melvin Jenkins: Thank you
8 and your staff for inviting us to give this welcome on
9 your program today.

10 We also welcome your efforts toward making this
11 public community forum in the area of civil rights issues
12 a success today, and we thank you.

13 DR. MITCHELL: And thank you very much for your
14 presence. We hope you can stay for at least part of it.

15 MS. JENKINS-PLUNKETT: Yes. I plan to.

16 DR. MITCHELL: Thank you.

17 MS. JENKINS-PLUNKETT: Thank you.

18 DR. MITCHELL: Representative Dale Smith of
19 District 27 was on the agenda and is not able to be with
20 us because of death in the family. And we regret the
21 tragedy of the family, and we understand that he could not
22 be here.

23 And so we will move on the agenda, and we will
24 move with Dr. Joe Lemley, former superintendent of Tulsa
25 Vocational Technical District.

1 Mr. Lemley?

2 MR. LEMLEY: Thank you, Earl. I will have a
3 handout for each member of the panel after I make a few
4 comments.

5 DR. MITCHELL: Thank you.

6 MR. LEMLEY: In visiting with Ascension
7 Hernandez over the phone a couple of times, I think it was
8 decided that at this particular program -- we are talking
9 about vocational and technical education -- he wanted me
10 to address some issues in the state of Oklahoma and the
11 historical perspectives that we have had over the years in
12 this area.

13 And I will start by saying that I date back to
14 the old MDTA days, for those of you who remember the
15 Manpower Development Training Act. And then we had the
16 Competence of Employment and Training Act, CETA. We went
17 through those programs.

18 And then we have the JTPA, the Job Training
19 Partnership Act, which is prevalent at this point in time.
20 And then today we have BITS in the state vo-tech system.
21 We have had that for many years. That is Business
22 Industrial Training Services.

23 And I guess Oklahoma was ranked number one in
24 the area of vocational technical education by our own
25 peers, as nation-wide the vocational technical people

1 voted that Oklahoma had the best system around. It is a
2 premiere system. It is up-front. It is quality.

3 And the business community and the industrial
4 community -- they have embraced it, because it provides
5 the kinds of skills and the kinds of individuals that they
6 need to run their businesses and industries.

7 I personally felt -- and I will reserve my
8 comments about the Tulsa area, because that is where we
9 had the first technical school, and I was the first
10 administrator of the first state school. And I will
11 reserve that for tomorrow's program.

12 But today we will talk about the state-wide
13 system. I do recall Mr. J.B. Perky [phonetic], who was
14 state director at that time, and Mr. Perky was a great
15 man, in my opinion, even though sometimes -- I was an
16 industrial person, and he was an agricultural person, and
17 we talked about Aggies occasionally. He loved Aggies, and
18 I do, too. I went to OSU A&M College then; it was an
19 Aggie school.

20 But J.B. Perky made this comment in 1964. If
21 you will recall, the Vocational Education Act passed in
22 1963. Congress passed that act, and by '65, we opened the
23 first school in this state, in Tulsa.

24 But J.B. Perky made this comment: "If the
25 first school doesn't fly, we won't have any more in the

1 state. It not only has to be good, it has to be good for
2 something."

3 So as the first administrator of that school,
4 for the state system to get off the ground, he put the bee
5 on my back to see that the quality was built into that
6 school system. So we started off with that.

7 It wasn't very long till the law that was
8 passed said these schools are extensions of public high
9 schools. And they had very little vocational technical
10 education, mostly home economics and agriculture, in the
11 public high schools.

12 That has been traditional since Smith-Hughes
13 [phonetic] Act of 1917 and later the George Barton
14 [phonetic] acts. But, frankly, in 1917, when Senator
15 Smith and Senator Hughes passed that act for vocational
16 education in this country, it was passed for the purpose
17 of having a place for students who weren't academically
18 inclined.

19 And I don't think there were many people who
20 really believed that training in agriculture at the high
21 school level and training in home economics would provide
22 paycheck employment. It was mainly for farm youngsters
23 who would be farmers and for young ladies who would be
24 housewives. And they were good fields at that time.

25 Since we have changed that over to some

1 employability -- there is some employability in those
2 fields today -- those programs have been revamped. Thank
3 goodness. They are meeting the needs -- as times changed,
4 those laws were changed, and those programs were changed.

5 But getting back to this, as soon as we
6 equipped some of the vocational schools in Oklahoma -- and
7 we had an advisory committee, just like your advisory
8 committee here -- commission -- to sit down with us and
9 tell us precisely what equipment we would need to order,
10 what kind of curriculum we would need to institute.

11 And I recall making a trip back to Raleigh-
12 Durham, North Carolina, with Dr. Francis Tuttle [phonetic]
13 and Victor Vanhook [phonetic] and some others, to look at
14 a curriculum laboratory in that area. And it was great.
15 But it wasn't good enough to suit Dr. Tuttle and some of
16 the rest of us.

17 I said, We need the state curriculum; we
18 need -- you know, if you are going to work on a 1975 or
19 '78 or 1980 model automobile, Chevrolet, you are going to
20 do the same thing to it in Oklahoma you do to it in
21 Michigan or any other place. So you can have state
22 curriculum when you are teaching these kinds of subjects.
23 You can have it standardized.

24 I said, Why don't we standardize our curriculum
25 and make it competency-based, CBE? You hear a lot about

1 the results-oriented education we have in the State
2 Department of Education today, but we started off with
3 competency-based education.

4 With advisory committees, we sat and isolated
5 all of the competencies necessary in each occupation we
6 taught in Oklahoma schools, vo-tech schools. Once that
7 was done, Dr. Tuttle said -- we said, Get some money and
8 put in a print shop. You print this curriculum, and the
9 schools will buy it from you. We will buy it. We will
10 pay you what it costs you to print it.

11 The state of Oklahoma -- the state legislature
12 gave Dr. Tuttle and the State Board of Vocational
13 Education enough money to do that. We built that print
14 shop in Stillwater, Oklahoma. We printed and shipped
15 curriculums -- standardized curriculums all over the state
16 to every school.

17 As a result of that, industry and business saw
18 that we meant business. And they got behind us, and they
19 helped us financially; they helped with on-the-job
20 training. And that is how this state stepped out front.

21 And those graduates went out there to work on
22 the same equipment they were trained on, and the
23 curriculum they were taught was the same curriculum the
24 employers said, We want. They must know these kinds of
25 things.

1 Now, I am an educator -- not a vocational
2 educator. There is no such thing as that. There is no
3 such thing as anything other than an educator. You -- I
4 don't like the word "training." I will just -- I will set
5 that out front for you now. You educate human beings, and
6 you train animals.

7 And I recall, as a small boy going to my first
8 circus, and I was absolutely astounded. I had been taught
9 that fire was the greatest enemy of animals in the forest.
10 When I saw a guy pop a whip, and I saw a tiger jump
11 through a burning hoop, when enemy -- his greatest enemy
12 was fire, I said, That takes a lot of training. I knew
13 that took a lot of training. Okay. Repetition,
14 repetition; rewards, rewards.

15 Later on, I talked to the trainer, and he said,
16 Well, sir, when it was smaller, he says he used to feed
17 it, And I would feed it closer and closer to the flame.
18 And, finally, I would hold the food on the other side of
19 the burning hoop, so it would have to go through to get
20 it. That is a reward. You get through here, and you will
21 get a reward.

22 The reward for excellent training or education
23 in the vo-tech system -- the reward is good employment,
24 well-paid employment, up-to-date technical employment.

25 So there still are those in our midst who

1 really would like to separate higher education, vocational
2 technical education, and public schools, period. Yet I
3 would like to suggest -- and I was just getting ready to
4 tell one of the committee persons, and I won't forget to
5 do this.

6 I told a board of education one time, I said,
7 If I -- I don't want to be your superintendent, but if I
8 were your superintendent, I would take an ad out in the
9 Tulsa World, in the Tribune, a full-page ad perhaps, a
10 letter -- open letter to parents, and I would just simply
11 state: If you guarantee to keep your children in school
12 till they finish our system, the board of education and
13 the administration of this school district will promise
14 you three things in 13 years.

15 We are talking about kindergarten through the
16 twelfth grade. We will promise you that, when they
17 complete the system, they can, if so desire, access higher
18 education.

19 We will also assure you that they will have
20 skills -- if they elect to enter the labor force, they
21 will also have skills acceptable to employers. And,
22 furthermore, we will guarantee literacy. Three things in
23 13 years.

24 I said, Now, I don't see how in the world the
25 taxpayer could argue that. But that gives us more time

1 than we really need. But I said, If we can't get it done
2 in 13 years, we ought to get out of the business.

3 Those three kinds of concepts -- we wouldn't be
4 in business today here in Oklahoma. We would never have
5 had a first vo-tech school, had it not been for the fact
6 that we had far too many young people hitting the streets
7 all over the state -- little country schools, city
8 schools -- might have a high school diploma or might not,
9 but they couldn't do anything in the workplace.

10 So someone got the idea in Congress. Let's
11 pass a vocational education act, and let's pay half the
12 bills as an incentive for school districts to develop
13 schools that will help these kids.

14 I call him them kids; there are young adults.
15 I was telling a member a while ago the first time I put
16 adults in a high school class I almost got shot. Well, I
17 have got two vacant seats. I said, I am looking for a
18 return on the investment. I have got -- you won't let me
19 keep but 18 students. I want -- I have got 16; I have got
20 two more -- I have got two young adults I want to put in
21 there.

22 And I finally convinced the hierarchy in this
23 state that it wasn't a crime to mix young adults and high
24 school kids together, if their ignorance level happened to
25 be the same. And that is what it was.

1 So I am extremely pleased to be asked to say a
2 few words today and tell you that this state has bent over
3 backwards. It may be the only state in the union that has
4 the capability of entering a contract through the
5 governor's office -- and having our own State Board of
6 Vocational Education has a lot to do with that.

7 I have to give Senator Bartlett, who was then
8 Governor Bartlett of this state -- Governor David Bartlett
9 is one that helped us get our state board.

10 Now, that state board is the State Board of
11 Education we have here for the public schools, except it
12 has another six members appointed from industry and
13 business that sit with that board when they have a
14 vocational tech meeting. They are the employers. They
15 are the employers. They say, Well, yes, you need to do
16 this.

17 So having your own state board, with half of
18 that board being industrial and business people, made it
19 possible to go first class. Now, it costs a little extra
20 to go first class. My wife is always asking me when are
21 you going to pay the difference? But it costs a little
22 extra to go first class. But what does it cost if there
23 is no class at all? What if you make an investment and
24 there is no return on the investment?

25 And that is what it has been happening in some

1 of our schools all over the country. And sadly to say, I
2 have visited a lot of states and looked at their programs.
3 And the first one I visited was in Bucks County,
4 Pennsylvania, the vocational tech school in Bucks County,
5 opened in '54, nine years before the '63 act passed.

6 Those school districts got together and paid
7 their own bills. Every school district participating paid
8 so much money into the pot. And then they had somebody
9 run it for them. And they decided who would go over
10 there. And they sent the kids over there that they didn't
11 want in the high schools. I spent two or three days over
12 there, and it didn't take me long to find that out.

13 And those kids didn't want to be there. They
14 didn't choose to go there in the first place. They later
15 changed that system, and they enrolled through their high
16 schools.

17 Well, we came back and we profited from looking
18 at other people's mistakes. They learned their mistakes
19 early. And the youngsters stayed there several weeks and
20 then went back to the high school a few weeks.

21 Well, we kept -- in Oklahoma, the high school
22 student spends half their day in their high school, and
23 half a day in their tech school. They are never separated
24 from either institution. So they feel a part of both all
25 the time.

1 Psychologically, we had to look at social
2 concepts, psychological concepts, everything in the world
3 to overcome the citizenry's attitude that, if you can't
4 hack academics -- I will make one final statement here,
5 and I can prove this, because I have researched it for
6 years.

7 We found out that the achievement at the local
8 high school level in certain subjects had no bearing on
9 their ability to achieve at the tech school. In other
10 words, it came right down to this, that achievement
11 coordinates more closely with interest than IQ. We found
12 that out.

13 And we then knew why a lot of those youngsters
14 were flunking out of high school and had D's and F's and
15 dropped out or quit, and they come out and take something
16 they had an interest in and make straight A's in it. So
17 interest correlates with achievement more closely than
18 ability.

19 So I never did accept this term, He or she is
20 not college material. I do not accept that. I reject
21 that totally, because you don't know that until you put
22 someone in an area where they have some interest and
23 aptitude. And then they achieve.

24 So we whipped that. That is why today that you
25 have in Oklahoma a technical education system that is

1 working. It is providing the skilled labor that industry
2 and business needs. It is not -- you are not socially
3 stratified or lowered because of it. It is -- people are
4 proud now to say, I am going to tech.

5 That wasn't the case -- and I will talk about
6 that tomorrow in Tulsa. That wasn't the case in '65, when
7 we opened the first school. But at least we gave dignity
8 to those who work and produce.

9 And we don't even have people ashamed of dirty-
10 hands occupations. And there are still a few of those
11 occupations going. But we make a good grade of Lava soap
12 in this state, and it works.

13 DR. MITCHELL: Since you have been retired from
14 the -- since '88, you have hit on the -- some subjects in
15 general. Can you give us some -- can you think of some
16 very specific successes?

17 MR. LEMLEY: Let me mention one that happened
18 back when we had a 3 percent unemployment. We had a call
19 a call from a vice president at McDonnell-Douglas. He has
20 passed on now, but rest his soul. He was a great guy.

21 They had a new contract, and they were
22 desperate for airplane mechanics or sheet metal mechanics,
23 aircraft mechanics. They couldn't -- they had big ads in
24 the papers. I read them. They couldn't get a soul to
25 apply.

1 They couldn't find people to train. They had a
2 training program in-house. They called us in desperation,
3 said, We have got to have help. So we started hunting
4 people down -- we started looking for them.

5 Now, with 3 percent unemployment, you are
6 looking at people that have never worked in their lives,
7 basically. You are looking at people with zip basic
8 education sometimes.

9 But we got a class of 28 people. We found
10 them. We pulled them in there. And now getting back to
11 the psychology of training, we had people from those
12 companies coming in every night that would train those
13 adults. And we only lost one. We lost one to the drug
14 habit. But we got some of them off of it, too, and they
15 stayed off.

16 But we got those people trained, and they
17 compared those people, when they went to work at
18 McDonnell-Douglas, with their in-house training programs,
19 and they equaled or excelled the ones trained in the
20 company.

21 But they would never have made it, had we not
22 had those gentlemen coming in nightly and saying, Well,
23 you got through another night here now; said, Don't -- you
24 show up tomorrow; don't you be out tomorrow; you stay in
25 here. Attendance was good. We graduated them and put

1 them all to work, except that one.

2 But that was a case -- and they met their
3 contract date -- McDonnell-Douglas met their contract
4 dates, because of those extra employees. They were about
5 to lose their shirts on the contract, and they were
6 desperate.

7 Now, that is what you call and business and
8 industrial training services, and it is tailor-made to
9 their needs. We only taught what they needed. They
10 provided the equipment. They provided the curriculum, the
11 metals.

12 Some of it was sophisticated. Honey-combing
13 metals in the building of wings, if you will, is -- that
14 is -- and you have a lot of stuff going with that honey-
15 combing. And it is laminated; it isn't riveted. So it
16 was laminations. And we had a lot of technology.

17 DR. MITCHELL: How would you describe the
18 overall placement and involvement of what we call under-
19 represented groups or protected groups -- blacks,
20 Hispanic, American Indians, women, et cetera?

21 MR. LEMLEY: We have had good -- well, thanks
22 to -- go back to 1976. Thanks to the vision of some of my
23 board members, and even though some of the legislators
24 didn't all agree with me on it, but I needed in the worst
25 way to get some training facilities developed in north

1 Tulsa County.

2 And so I bought and built a campus -- I bought
3 a -- and it was an abandoned building. I brought an
4 architect over to look at it, 100,000 square foot
5 building. It is what you now call the Peoria Campus in
6 Tulsa. It is -- we have added to it, and it is a
7 beautiful campus.

8 We have trained literally hundreds of
9 minorities, Asiatics as -- all of them. They have all
10 been there. Of course, that is in the north Tulsa
11 community. It is right on Peoria, which is a main
12 thoroughfare, going right on in through Sperry and north
13 Tulsa County.

14 We had -- oh, I would say, at one time we would
15 probably have 50 or 60 percent of our enrollment would be
16 minorities, because they could get to that place. It was
17 close and handy for them.

18 The other three campuses in that district
19 aren't as accessible. We have bus routes, but then it
20 costs money to ride buses. But we had a lot of people who
21 walked to that campus, walked to that north campus, and
22 were trained and employed.

23 So that one facility -- and then our air park
24 over there is also in the north Tulsa County. So we have
25 two of the four campuses in Tulsa located in north Tulsa

1 County.

2 And we have had a good representation in
3 minority training, and placement has been good. I don't
4 know the last -- I have been retired five years; I don't
5 know what they are right now, but it has been good in the
6 past.

7 DR. MITCHELL: Committee members, we have got
8 time for a few more questions.

9 MR. LEMLEY: Any other questions, any -- I
10 would be glad to field any of them.

11 DR. MITCHELL: Committee members?

12 MS. FIST: Did you have a recruitment program
13 for students?

14 MR. LEMLEY: Yes.

15 MS. FIST: How did that function, and does it
16 function the same way today as it did when you established
17 the campus in '64?

18 MR. LEMLEY: I started off doing my own
19 recruiting when I was the first administrator. I would
20 call the principals of the high schools and ask them to
21 set up an assembly.

22 Now, it got to where that they -- because of
23 behavior, they didn't like to have assemblies. I said, I
24 will handle it. I said, Don't worry; we won't have any
25 problems.

1 But I would go before the assembly programs,
2 and I would have my slide program, and I would show them
3 everything we did in all the classes at that school -- at
4 our school. I used to do that personally.

5 When it got larger, I had to hire counselors to
6 do it. And they went out and did these things. Then,
7 later on, former graduates -- a graduate would come
8 back -- and graduates would go into high schools and say,
9 Well, I graduated three years ago, and I am so-and-so now;
10 I am working such-and-such. I am with American Airlines;
11 I am doing this.

12 We sold the program by word of mouth mainly.
13 We did send a lot of printed materials to each high
14 school. But we had -- the last count I had, we had 47
15 high schools sending students there, including the public
16 and private and parochial schools.

17 But I know you are more interested in adults
18 and the needy to be trained, but that is your -- that is
19 where they are coming from. They are coming out of our
20 public high schools. They are -- I don't like the term
21 "dropout." It is negative; it is derogatory. And no one
22 should ever be called a dropout.

23 There are some real reasons for some people
24 leaving school prior to completion. And some people have
25 to. But there are some times they come back, also. But I

1 call it leaving prior to completion; that is better than
2 dropout.

3 DR. MITCHELL: That is a good term.

4 MR. LEMLEY: And sometimes you encourage them
5 to come back, if you will treat them like human beings.

6 Any other questions? I may be running over my
7 time here.

8 DR. MITCHELL: Yes. We have got another
9 minute.

10 MS. FIST: I have one.

11 DR. MITCHELL: Go ahead.

12 MS. FIST: Thank you.

13 I realize that you worked with mainly a
14 metropolitan area. Do you believe that there is outreach
15 recruitment into the rural communities within the state of
16 Oklahoma?

17 MR. LEMLEY: I would say for the life blood, if
18 you are going to maintain, according to the law, that they
19 are extensions of public high schools, and juniors and
20 seniors and even sophomore program -- we have now some
21 things going in Tulsa that we need, and that is what we
22 call tech-prep.

23 We have reached a point in technology where
24 that we now have to have some earlier experiences with
25 ninth and tenth graders, and sometimes go down as far as

1 the eighth grade with information and testing, and lead
2 them all the way up, and put them into the training
3 programs, but get them ready for it by their junior and
4 senior years.

5 But, yes, I don't believe that the -- we
6 probably have the resources available to do as good a job
7 in the rural areas as we do in the metropolitan areas.
8 The metropolitan areas are already there, fairly well
9 condensed, and all these kids in these high schools, and
10 they are all within 25 or 30 minutes of the tech schools.

11 Sometimes, as an example, you go as far away as
12 Yale, Oklahoma, from Indian Ridge, the school in
13 Stillwater. Yale is a pretty good distance east of
14 Stillwater. But Indian Ridge is the school in Stillwater,
15 Oklahoma; they go -- reach out to Yale.

16 Now, they can go to Yale. They do a good job
17 with that. But then there is some little country schools,
18 Cole and a few out in the country. And you do have to set
19 up a calendar with those people and go out and tell them
20 what is available and speak to parents and children about
21 what is available for them.

22 People just have to know what is available.
23 And it costs a little to do that. But if you don't do it,
24 you are wasting your money, anyway. You have got to --
25 they have to know and have access to it.

1 I would say that that is one of the kinds of
2 things that we need to do a better job of. State-wide, we
3 need to do a better job of that.

4 Yes?

5 MR. FAGIN: Just for information, does for
6 vo-tech training -- I guess I didn't realize this -- does
7 it require a high school equivalent or degree or to be --

8 MR. LEMLEY: No.

9 MR. FAGIN: -- or to be in conjunction with it?

10 MR. LEMLEY: No, it doesn't.

11 MR. FAGIN: So people are eligible to enter the
12 program --

13 MR. LEMLEY: That is right.

14 MR. FAGIN: -- without necessarily going toward
15 a high school degree.

16 MR. LEMLEY: That is right.

17 MR. FAGIN: Okay.

18 MR. LEMLEY: As an example, I used to -- I will
19 use the term "bootleg"; it is a good term, I guess. I
20 used to bootleg --

21 DR. MITCHELL: For Oklahoma, yes.

22 MR. LEMLEY: Yes. I used to bootleg a 16-year-
23 old dropout from my public high school into my school as
24 an adult, because, you know, under the federal
25 regulations, a 16-year-old out-of-school youth can go to

1 adult school. And I would put them into adult evening
2 classes and adult day classes, and it gives them training,
3 because they dropped out of public school at age 16.

4 And so, you know, there is just a lot of ways
5 to skin a cat, so to speak. And so I say, Well, here is a
6 kid that is 16 years old; he is not a junior or senior,
7 but he doesn't know anything about these subjects. So
8 let's put him in there.

9 I think probably that all institutions -- all
10 public institutions, particularly -- I don't think the
11 private sector is quite as bad as we are in the public
12 sector.

13 But all public institutions need to look at
14 their testing, their admissions policies -- they -- I made
15 a comment to -- over the phone, I guess, to Ascension the
16 other day that I believe in the right of a person -- if I
17 have a right to pass a subject, surely I have a right to
18 fail one.

19 And when someone says, Well, you can't take
20 that -- that is way above your head and your ability; you
21 can't handle that -- believe me, I know how they feel,
22 because I got into the wrong class in college one time in
23 industrial engineering.

24 And I was in -- it was supposed to have been
25 the first course, and it was the fourth one. And the

1 professor opened the book and said, Look at problem 10, or
2 whatever it was, and said, You may start on that anytime
3 you would like.

4 And I looked at that and I was totally lost,
5 and I finally just walked up in front of his desk with my
6 book, and I said -- it was Professor Franklin from
7 Northeastern State University. I said, Dr. Franklin, I am
8 either in the wrong class, or I am too stupid for this
9 program.

10 He said, What do you mean? I said, I don't
11 know anything about this. I don't understand the first
12 thing about it. He said, Have you had 1, 2, 3 -- have you
13 had this, this, this? I said, No, sir, I haven't. He
14 said, You are in the wrong class. I thanked God and left,
15 because I know how it feels not to be able to handle
16 something.

17 But, on the other hand, you have a right to try
18 something. If you don't have a right to try, how do you
19 know that you can't do it?

20 Now, if there is one weakness in all the public
21 institutions that I have ever dealt with -- higher ed,
22 common ed, and voc ed -- if there is any weakness, it is
23 the fact that we don't want people to fail. And we will
24 say, Well, he or she might fail if they get in there.
25 Well, he or she might pass more often than fail, too.

1 So I think probably we need to look at people's
2 interests, abilities, and aptitudes, and put in a
3 comprehensive testing program, and guide those people
4 based on their strengths, and put their training programs
5 in the areas of weaknesses, and strengthen those
6 weaknesses.

7 When we put in reading and math, I thought
8 there was going to be some people in Oklahoma have heart
9 attacks, because math and reading wasn't our business.
10 But I had juniors and seniors and believe you me that they
11 could not read.

12 They could not take a blueprint and figure out
13 an overall dimension with fractions and decimals. They
14 couldn't go interchangeably between decimals and
15 fractions. And that was part of industry's needs.

16 So thanks to Roger Randall [phonetic] and a few
17 others in the Senate -- I visited Cook County Jail in
18 Chicago and visited with some young people there who were
19 on training on machines and learning to read, and I talked
20 with them. They were non-readers when they went to jail.
21 They were going to get a job when they got out, because
22 they were learning to read and do some things.

23 I wanted those machines, and they cost \$40,000.
24 And Roger Randall helped me get that money from the state
25 to put in our first reading and math labs in Tulsa. And

1 now every tech school in this state will show you math and
2 reading labs, because they will have some people who need
3 to be refurbished a little bit; they need some help in
4 those areas.

5 Unless you have the ability to learn, unless
6 you can read the printed word and understand it, your
7 learning process is very limited.

8 DR. MITCHELL: Do you know of public schools
9 that have this system?

10 MR. LEMLEY: Yes. There are some public
11 schools that have put this in since we started that. That
12 is true. And that is great.

13 MS. HELTON: May I ask a question?

14 DR. MITCHELL: Yes, please.

15 MR. LEMLEY: Yes.

16 MS. HELTON: I want to know what your
17 experience has been in dealing with, say, reading-
18 deficient Hispanics that might apply to your system? How
19 has that been handled?

20 MR. LEMLEY: Well, Mary Lucas was my -- the
21 best communications skill teacher I ever hired. She is
22 retired now. But I had a young man on a visa from Mexico.
23 He is running a -- by the way, he is running an airport in
24 Mexico now. He wanted aviation mechanics with us.

25 He stayed with Ms. Mannion in Tulsa. And she

1 has passed on, I think, now, bless her heart. She was a
2 great woman. But, anyway, he lived with her till he
3 finished our two-year program, and he went back to Mexico
4 to operate his -- for an airport.

5 But we had -- she knew Spanish, and she would
6 translate his communications from English into Spanish,
7 and back and forth, till he got to be pretty good in
8 English, before he left us, through that process.

9 But she was an expert in communication skills,
10 and she said, Unless he can go back and forth from English
11 to Spanish, he is going to have problems. So she made it
12 a --

13 MS. HELTON: That is true.

14 MR. LEMLEY: Yes.

15 MS. HELTON: I realize that, because I deal
16 with that myself every day. But, say, the average
17 Hispanic student in the system -- we have several of them
18 that drop out periodically between the eighth and ninth
19 grade.

20 MR. LEMLEY: That is right.

21 MS. HELTON: And then maybe a year or two
22 later, they decide that they qualify for vo-tech --

23 MR. LEMLEY: Right.

24 MS. HELTON: -- or the new name for it. But
25 how do they get into the system? What do they do? Do

1 they test them, or --

2 MR. LEMLEY: They have some -- they don't have
3 admissions tests. They have some aptitude tests and some
4 interest inventories that they administer, I believe.

5 But how we handled that one time, we had a
6 group of ladies from -- oh, gosh -- they were -- the
7 Chinese that left China about 100 years ago and went over
8 to that other little country over there by Vietnam
9 someplace, and they couldn't speak English.

10 MS. HELTON: Taiwan?

11 MR. LEMLEY: No, it wasn't Taiwan. It was just
12 across the border.

13 MS. HELTON: Laos.

14 MR. LEMLEY: Yes. So we contracted with Tulsa
15 University, and Tulsa University, with their language
16 department, trained those ladies, about 20 of them, in
17 English for so many weeks. And then they sent them to us,
18 and they all took sewing with us.

19 They wanted to be -- work in a sewing factory.
20 And we trained them in our commercial sewing. In fact,
21 they all got jobs. We placed 100 percent of them. But
22 they learned English at Tulsa University. They provided
23 the staff to teach them.

24 So there is ways to contract. You -- if you
25 have a class, you can contract for a whole class, if you

1 wanted to. Now, it is a bigger problem when they are
2 slotted in, when they are mixed in, and you have got two
3 or three in a class, and the teacher can't speak Spanish.
4 And they can't speak English, and they don't understand
5 it.

6 That is something that needs to be dealt with.
7 I don't know how we can handle that. At the same time, I
8 like to see them slotted in. I like to see them mixed in
9 together. I don't like to have them grouped.

10 We trained some inmates in from Horace Mann
11 Pre-release Center in Tulsa. And they wanted to send a
12 whole class of them out there, and I said, No, I want them
13 mixed in.

14 Now, they don't all need the same class. Mix
15 them in. I don't want anybody to know anything about
16 them. I don't want anybody to know that they are an
17 inmate, and nobody will -- they will have some role models
18 to look at. And that helped. We trained a lot of them
19 out of Horace Mann there in Tulsa.

20 But training is a big word, but remember what I
21 said about training. You train animals and educate human
22 beings. And every time I write an article, I use
23 training, because the state likes to use it. And the
24 national, federal government and the Department of Labor
25 likes to use it.

1 But that is the difference. But we are
2 animals; we are just rational animals. And we can be
3 trained, and repetition is not a disgrace. That is how
4 animals learn: through repetition.

5 DR. MITCHELL: People, too.

6 MR. LEMLEY: And people, too, because we are
7 animals. We are human animals, and we are rational
8 animals, and we can plan, where other animals cannot.
9 That is the difference. Planning is the difference.

10 Well, you have been good listeners --

11 DR. MITCHELL: Well, okay. Yes.

12 MR. FAGIN: Can I ask one more short question,
13 short answer?

14 DR. MITCHELL: Yes, one more. Okay. And then
15 one for Mr. Jenkins.

16 MR. FAGIN: Is there a recruitment or some
17 other outreach program combined with the Department of
18 Human Services and their caseworkers on a state-wide
19 level, so that there is some interaction in terms of how
20 they refer or --

21 MR. LEMLEY: I believe at the state level they
22 have instituted a deal, whether it is the Human
23 Services -- DHS -- I know that in Tulsa --

24 MR. FAGIN: Well, I mean state-wide.

25 MR. LEMLEY: Yes, state-wide. I believe that

1 in their regional or district planning that they do make
2 contacts with the vo-tech schools, because I know in Tulsa
3 they are dealing with DHS regularly. And we have been
4 dealing with them for years.

5 And it pays off, because we have been
6 responsible, if you will, for helping a lot of people with
7 additional income, more than they had on the welfare
8 system. And, believe me, I have dealt with them long
9 enough to know that nobody -- I don't know of anybody,
10 really, personally that wants to be on welfare.

11 But if there is no other source of livelihood,
12 even I would be on it. And people have to eat and have
13 shelter. People have to survive. So -- but they don't
14 like it. And they relish getting trained and getting a
15 job and getting off it.

16 And DHS has been pretty helpful in that
17 respect, in my opinion. They are trying. They are doing
18 the best they can at this point, I believe.

19 DR. MITCHELL: Okay. Mr. Jenkins has one final
20 question.

21 MR. JENKINS: Yes, one quick question.

22 Given your years of experience and working and
23 seeing the program develop on the MDTA, CETA program and
24 the JTPA program, and your involvement in vocational
25 education -- Congress held a series of hearings over two

1 years ago concerning, one, the lack of minority
2 participation in some of these programs, from a historical
3 perspective even to the Job Training Partnership Act now,
4 and also coupled with this was the creaming process, where
5 you would take the best and take those folks into the
6 education and into those training programs and not really
7 care for those who were "untrainable" in the sense of the
8 federal government or the state government.

9 . Given your years of experience, how do you
10 evaluate minority participation in the JTPA program and in
11 the vocational educational program, whether or not there
12 has been total involvement -- you talked about the
13 recruitment process -- but the whole idea of the creaming
14 process and how that has affected minority participation.

15 MR. LEMLEY: Well, I am going -- we are not
16 here -- we are here to try to fix problems, not fix blame.
17 Sometimes when the Congress passes federal legislation
18 regarding the Department of Labor and education and
19 training, sometimes the laws are not the best in the
20 world, but they are good laws basically.

21 But then they have people who do not pass the
22 laws writing the regulations. So when the Federal
23 Register comes out with the regs in it, and we get that
24 down and we start looking, that is what we -- that is our
25 Bible. That is what we have to go by is those

1 regulations.

2 And I will give you an example: the displaced
3 homemaker. When that program first started, that was the
4 lady who had no training. She had been a housewife. For
5 some reason, she lost her husband. For some reason or
6 other, she had to find herself untrained, unemployed, with
7 a child or two.

8 So we started the displaced homemakers program.
9 Okay. And the regs on that program -- I will give you a
10 perfect example. I remember vividly, because I had to get
11 ornery to get something done about it.

12 We had group counseling with that group. And
13 if you had a program, you would bring all of them in
14 together and you had group counseling, and that is what it
15 was referred to in the regulations.

16 But I had some of them in nursing school, and
17 they didn't have the books. Some of those medical books
18 were 35 and \$40 apiece. And I had so much federal money,
19 and they didn't have money to buy books. And I wanted to
20 buy books for them. The books were disallowed. The money
21 had to be spent for counseling under the regs.

22 And I said, Well, I said, Don't come visit my
23 school and check on me, because I am going to see that
24 some of these women have books. And don't ask me how they
25 got them. And, sure enough, I bought some books, and some

1 of those nurses are working in the hospital in Tulsa
2 today.

3 They got through nursing school with books.
4 They didn't have books. So you can miss a counseling
5 session or two and not pay a counselor or a speaker to
6 come in and talk with them, and buy a book. And so
7 sometimes you have to do some kinds of things.

8 If there is one thing that ought to be done --
9 and I told our delegation this one time when I was in
10 Washington. I said, after you pass a federal act or law
11 affecting training and education, when the regulations are
12 written and printed in the federal register, you ought to
13 have a committee of people who helped pass that law to
14 look at the regs and see if it is compatible with the law
15 you passed.

16 Does it meet the intent of the law, or has
17 someone else put some stuff in there that you didn't
18 intend to be in there? Now, that ought to be done,
19 because I have found that in many cases -- many, many
20 cases.

21 DR. MITCHELL: So, in other words, sometimes
22 some of the guidelines do not enhance the participation of
23 minorities. Is that what you are suggesting?

24 MR. LEMLEY: That is true.

25 MR. JENKINS: Are we too concerned about

1 performance base as opposed to hands-on training? When
2 you look at the regs from DOL, you talk in terms of
3 performance: how many nuts can you turn out, how many
4 bolts you can turn out, how many people in training in
5 this particular area. Are we too caught up in that in
6 writing the regulations?

7 MR. LEMLEY: I think that is a new fad that has
8 caught on. A hands-on -- well, let me put it this way. I
9 made a statement -- I was giving a talk a few years back,
10 and off the top of my head I made this comment about
11 racing.

12 I said, you know, we can't all have
13 Thoroughbreds. But, you know, that is the racehorse. If
14 you can have a Thoroughbred -- the racehorse is education.
15 That is the Thoroughbred. Education is the horse;
16 experience is the jockey. And you can't win the race
17 without either one of them.

18 But experience is the hands-on you are
19 mentioning. You are talking about what is very dear to
20 me. Until somebody gets ahold of something and thinks
21 about it and looks at it and takes it apart, puts it back
22 together, tests it -- until people do those things, their
23 performance is -- you can forget about performance.

24 Their performance is going to be substandard
25 unless they know how to manipulate equipment, service it,

1 deal with it. So I think probably this performance-based
2 thing -- now, we had that -- that is what they call it,
3 PBE, in public schools today.

4 We had CBE, competency-based. But what we did
5 was isolate the competencies the employers wanted and
6 needed. Now, that is different. We isolated what the
7 employer said, We need. If you don't need a transmission
8 specialist, don't teach transmissions in automotive.

9 If you are going to put another engine in the
10 car, if it is going to cost you more to overhaul the
11 engine by labor than it will to put another engine in it,
12 don't teach engine overhaul, because the employer will buy
13 another engine and drop it in there.

14 DR. MITCHELL: Cut your losses early.

15 MR. LEMLEY: That is right. So that is just a
16 wasted curriculum, wasted time, as being a --

17 DR. MITCHELL: I am sorry; I have to cut this
18 off, but --

19 MR. LEMLEY: Yes. Okay.

20 DR. MITCHELL: You are a wealth of information
21 that I hope we will have some -- you will spend some time
22 with us today, if you have some more time.

23 MR. LEMLEY: Okay. Let me -- I plan to -- my
24 wife is out with my car, so I will be here till noon at
25 least.

1 DR. MITCHELL: Okay. But I do appreciate the
2 time that you have given us, and I appreciate the
3 enlightening information that you presented to us.

4 MR. LEMLEY: I wanted each of you to have some
5 kinds of things that I have alluded to here, for your own
6 information. (Handing documents.)

7 MS. HELTON: I was one of the ones that was
8 sorry to see you leave from Tulsa.

9 MR. LEMLEY: Well, after 43 years --

10 MS. HELTON: I know.

11 DR. MITCHELL: We can pass that out.

12 MR. LEMLEY: Yes. Okay.

13 DR. MITCHELL: Just give it to us; we will pass
14 it out. And thank you very much.

15 (Pause.)

16 MR. LEMLEY: Okay. Appreciate it. You are
17 good listeners.

18 DR. MITCHELL: Thank you. I am glad we had the
19 time for you.

20 We have Dr. Charles Butler -- you may come
21 up -- who is professor of human relations in African
22 American studies -- African and African American studies
23 and educational leadership in the policies of the
24 University of Oklahoma.

25 Dr. Butler is a native of Oklahoma and has been

1 educated throughout the system: high school, college,
2 junior college -- Cameron Junior College -- master's at
3 Central State, doctorate in -- from the University of
4 Oklahoma -- and has been involved in the Human Relations
5 Center for -- I won't tell them how long. But Dr. Butler
6 has been with us for quite some time.

7 And we are pleased to have you before us to
8 give -- make a presentation, Dr. Butler.

9 DR. BUTLER: Thank you, Chairperson Mitchell,
10 for the Oklahoma Advisory Committee to the US Civil Rights
11 Commission, which Mr. Jenkins -- for which Mr. Jenkins
12 serves as the central regional office director.

13 I am thankful to be here. I have the
14 misfortune of following a very learned, knowledgeable
15 person. I am not quite as knowledgeable as that. We are
16 not even in the ball park. But I do appreciate the
17 opportunity that I have to reflect on the issues that are
18 before the committee and the commission.

19 I do, in fact, have a statement, which I have
20 taken the time to type and which I will read to you. I
21 don't know if the committee would want to have this copy
22 reproduced. I did not reproduce copies of it. I will
23 make it available, and if the committee wishes to do that,
24 it shall -- it can.

25 I am normally not one who reads statements, but

1 to bring about a society which is better and more humane
2 than the one that I found at birth.

3 Should the commission fail, God forbid, in the
4 achievement of its goals, it will not only be a failure of
5 the commission; it will, indeed, be a failure of our whole
6 society.

7 No doubt, failure would reflect the certain
8 reality that the citizenry does not care enough to
9 initiate or to engage in a proper dialogue, which is a
10 dialogue which would convey to the commission that the
11 achievement of its goals was as important to us as a
12 nation and as individuals.

13 My presence here is also influenced by the
14 commission's interest in issues of education and
15 employment in Oklahoma. Indeed, my career as a
16 professional educator is involved with both of these
17 highly related entities and processes.

18 I share the ambivalence of my colleagues in the
19 academy in this education-employment dynamic to which the
20 earlier speaker spoke. The purist in all of us would
21 suggest that education should only have a random
22 relationship to employment, but the realist in us accepts
23 that the vast majority of the citizenry do indeed see
24 education directly and purposely related to employment.

25 Indeed, many of us in the academy would agree

1 that education has, in some respects, been negatively
2 affected by a too-close relationship to employment. The
3 motivation presumed to exist when employment is directly
4 linked to education is frequently lost when those who are
5 educated are unable to find employment.

6 So this questioned issue of employment as the
7 necessary and desired result of education is one that
8 continues to impact job training efforts across the
9 nation.

10 I am here also today as a citizen as Oklahoma
11 and the metropolitan community in which I am involved in
12 various committees. My background includes education and
13 training experience with federal programs, grant
14 development, and administration.

15 I have had and do now have professional
16 colleagues, friends, and relatives who have been involved
17 in an assortment of programs supported primarily by the
18 federal government.

19 And although my direct involvement was 20 years
20 ago, I have retained an interest in such programs and
21 believe that I understand the broad issues related to job
22 training programs in general.

23 My status as a minority member in higher
24 education has provided me, also, with many opportunities
25 to reflect on and assess the practices and outcomes of

1 manifest the idea that the larger community has a
2 responsibility to maintain and strengthen the community by
3 strengthening all of its members.

4 In addition, as a chain is no longer than its
5 weakest link, the community can be no stronger than its
6 weakest element, particularly in an economic sense. And
7 we are all better served when every person in the
8 community can participate in the economic life of the
9 community at the highest level.

10 These programs have the additional important
11 element of making major programmatic decisions at a
12 relatively local level by a mandated diversity of
13 individuals and interests.

14 To the extent that people tend to support more
15 fully the activities which they need, the JTPA programs
16 seem to be tailor-made for specific areas and situations.
17 The cultural diversity which characterizes JTPA programs
18 reflects that of our general society.

19 Obviously, the relatively low level of
20 programmatic standardization make comparative evaluation
21 difficult. Standard performance-based head-count-driven
22 evaluation appears on the surface to be inconsistent with
23 the diversity characterized by JTPA programs in general.

24 One might raise the question as to whether or
25 not a program which trains and places 100 inner-city

1 welfare mothers is somehow less important or more
2 deserving than a program which trains and places 800
3 displaced workers from a major defense industry in similar
4 jobs.

5 There is no basic disagreement with the
6 performance-based approach to program evaluation and as a
7 criterion for having a proposal funded. Rather, it seems
8 appropriate to diversify criteria for evaluation and
9 funding. And I suspect that this approach may put
10 minority potential contractors at a significant
11 competitive disadvantage.

12 I recognize the evolution from the early
13 Manpower Development program days through the CETA era and
14 to the present-day JTPA era. A distinguishing
15 evolutionary characteristic of that evaluation is from
16 less to more involvement in education and training on the
17 part of the private sector.

18 It has been, on the main -- in the main, a very
19 desirable evolution, on the one hand. On the other hand,
20 this evolution has frequently put non-private sector
21 potential contractors at a significant disadvantage when
22 competing with superior financial and human resources of
23 the private sector.

24 Cost-reimbursable programs are a primary
25 examples of the advantage-disadvantage concern.

1 Community-based African American and other non-profit
2 organizations and agencies are particularly affected in a
3 negative manner.

4 In many instances, it is the community-based
5 programs with which the participants most identify and to
6 whom they return when things do not work well in the
7 funded programs.

8 Beyond that, these community-based agencies and
9 organizations frequently serve to legitimize grantees and
10 other deliverers of services in the event they are not
11 community-based organizations. Indeed, many of the
12 support services can probably best be provided by the
13 community-based organizations in question.

14 Mr. Chairman -- both chairmans -- I believe
15 that no federal or state programs are more important than
16 those that train and educate for employment. These
17 programs, like others, are frequently subjected to
18 unwarranted criticism, skepticism, and examination.

19 My experience is that it takes a fairly long
20 period of time to refine a program to the point that the
21 number of issues of concern are minimized. Ultimately,
22 the programs that endure are those in which these concerns
23 have been minimized to the point that the programs have
24 become institutionalized.

25 And in that regard, it seems to me that the

1 model of JTPA, in terms of performance-based evaluation,
2 could profitably be applied to other programs that are
3 funded by government at all levels.

4 Should your hearings indicate -- excuse me; I
5 have a 9:30 sinus voice. Should your hearings indicate
6 that major problems exist in the areas of education and
7 employment programs, I believe that they can be addressed
8 without throwing the baby out with the bath water, so to
9 speak.

10 In the end, I sincerely trust the commission to
11 be true to its tradition of making the tough decisions and
12 telling it like it is, or as they see it. Obviously, none
13 of the programs that you will examine are perfect or as
14 good as they can and will become. I am confident that
15 your findings will contribute to that improvement.

16 Finally, I would like to add that it might be
17 appropriate in the future to conduct hearings -- and it
18 follows a little bit along the lines of the former
19 speaker -- in the future to conduct hearings that focus
20 specifically on discrimination issues in education
21 provided in general: public education that is provided by
22 public schools, K through 12.

23 I would suggest that areas that might be
24 considered include the training and hiring of minority
25 teachers and administrators, the suspension, expulsion,

1 perhaps the dropout of African American and other
2 ethnically identifiable students, and student assignment
3 and policies and practices that tend to lead to the
4 resegregation of schools, after 20 years of slow but
5 steady progress towards the goal of desegregation and its
6 primary goals of integration and equal educational
7 opportunity.

8 And I believe strategically that we must insist
9 that schools be desegregated whenever and wherever
10 possible. Not to insist on desegregation is to signal the
11 concession of defeat and give at least a psychological, if
12 not a practical, victory to those who have consistently
13 fought and resisted desegregation and all other efforts to
14 achieve a society which is more free of the types of
15 discrimination with which the commission is concerned.

16 It certainly would be easy to conclude that
17 since school desegregation facilitated the desegregation
18 and opportunities in non-school sectors of the economy,
19 including housing and employment, that a return to
20 segregated schooling might likewise trigger a
21 resegregation in all of these sectors.

22 I thank both chairmen for this opportunity. I
23 look forward to the results of your efforts here in
24 Oklahoma. The African and African American Studies
25 Program at the University of Oklahoma stands ready to

1 assist you and the commission in your laudable
2 undertaking.

3 Thank you very much. I will respond to
4 questions, if you should desire.

5 DR. MITCHELL: Not only have you addressed the
6 points, but you have also given us a challenge -- yes --
7 which is pretty big and probably been on our minds for a
8 very long time.

9 And, panel members, do you have any questions
10 or comments?

11 MR. GIAGO: Yes, I do.

12 DR. MITCHELL: Yes, please.

13 MR. GIAGO: Dr. Butler, you mentioned and
14 talked a bit about the desegregation of schools, which is
15 probably what we most feel like is always -- should be the
16 way it is now than what it was before this happened.

17 My concern is, do you feel that -- in addition
18 to the desegregation of schools, do you think, say, the
19 state vocational boards and the school boards should be
20 more desegregated, as you would say, including all groups
21 of the protected classes?

22 DR. BUTLER: Certainly.

23 MR. GIAGO: I am an American Indian. People
24 like to say Native American. We don't -- everybody is
25 native Americans living right now.

1 DR. BUTLER: Most of the people in here,
2 anyway.

3 MR. GIAGO: We are American Indians coming from
4 different nations. My concern is, because I am involved
5 and have been for the last 20 years here in Oklahoma City
6 with the Native American or the American Indian dealing
7 with the vocational training schools from CETA days on, we
8 are very strong -- I am -- I have to put -- my opinion is
9 I am a very strong individual dealing with the vocational
10 training schools.

11 Many of the people I get coming in from the
12 rural and reservation areas are coming from isolated
13 areas. So without any more saying on that, back again, do
14 you think the board makeups for a stronger input of the
15 protected classes from all areas -- Indian, Hispanic,
16 oriental, whoever -- do you think the current makeups of
17 these boards of public schools and vocational training
18 schools and universities are equal?

19 DR. BUTLER: Are proportional -- I --

20 MR. GIAGO: Proportional.

21 DR. BUTLER: Okay. I -- in the main, they are
22 not. There are some exceptions. I think we have made
23 valid efforts on the regents boards of higher education to
24 where you have the appointed process to proportionalize
25 those boards.

1 I think, in school boards, where people are
2 there on the basis of election, I think we simply have not
3 done well with that. And I think my reading of -- as we
4 reflected in The State of Black Oklahoma is that there is
5 a disproportionate under-representation of minorities on
6 local school boards, in spite of the fact that probably a
7 third of the youngsters, K through 12, are minority kids.

8 But that is not reflected in the makeup of the
9 various kinds of boards, and in particular are the elected
10 boards. So I think we can do better in that, and I think
11 we have to.

12 MR. GIAGO: Thank you. I have another --

13 DR. MITCHELL: Sure.

14 MR. GIAGO: You mentioned also the community-
15 based organizations in which I am part of. The strong
16 makeup of local CBO boards are representative of the
17 people. I am sure you will agree with that.

18 DR. BUTLER: Uh-huh.

19 MR. GIAGO: Over the years, our dealings with
20 other CBOs of other minority groups has been very close.
21 But our common problem, again, is, are we through -- do
22 you feel -- back to JTPA again, with the CBOs, do you feel
23 that the Department of Labor, which is the funding agency
24 of the JTPA -- do you feel that their regulations, their
25 rules, and their policies based on performances are

1 meeting those most in need at the local community-based
2 level?

3 DR. BUTLER: I would generally have to say no.
4 And I suspect that at least part of that has to do with
5 those rules and regulations that make it more difficult
6 for community-based organizations to become contractors
7 for services that are let, and in particular for those
8 contracts for which there are so-called reimbursable
9 charges, in which the agencies have to undergo some charge
10 themselves and then seek to retrieve their money.

11 And it seems to me that the community-based
12 organizations often are not wealthy enough or big enough
13 to be able to do that and survive until the money comes.

14 And so I think, to that extent, the community-
15 based organizations, which really ought to have a major
16 piece of that action, I believe, in the education of
17 minorities in those areas, simply aren't able to get that,
18 because they are simply not large enough, in many cases
19 not sophisticated enough, to be able to put together the
20 kinds of packages that you have to put together, with the
21 kind of track record you have got to have to secure
22 contracted funding in the first place. So, in that
23 regard, I think not.

24 I would say this, and I think it is something
25 that I alluded to in my statement, and that is, I think

1 that the success, though, of many of the programs, in my
2 own mind, will depend very majorly on the extent to which
3 you have the involvement of community-based organizations
4 that are generally representative of those ethnically
5 identifiable communities in question.

6 And I think, if people are looking for places
7 to go to make it better, in my mind, that is one of the
8 places that they ought to go.

9 DR. MITCHELL: Yes.

10 MR. JENKINS: Let me follow up on that, given
11 your experience in human relations. As you know, the
12 Department of Labor issued the report concerning the Work
13 Force 2000, that you have quite a few minorities and
14 females -- an overriding number of minorities and females
15 in the work force come the year 2000, 2010.

16 Now, taking a look at that, and given the human
17 relations and types of racial problems that we are going
18 through in May of 1994, and given the work -- the labor
19 force in the year 2000, what type of human relations and
20 racial problems do you see developing with, supposedly,
21 the white male in the minority, as opposed to being in the
22 majority, in some of the programs and some of the skilled
23 areas that will come about as a result of the overriding
24 number of minorities and females in the work population?

25 DR. BUTLER: I think -- Mr. Jenkins, I think we

1 are already starting to see some of the outline, the
2 molding, for that, with the increased number of reverse
3 discrimination suits that are being filed by Caucasian
4 males in particular.

5 And I think this contamination of the work
6 place by those attitudes of competition and mistrust and
7 this kind of sense that somebody is getting what I ought
8 to have -- so I think that we are already seeing that kind
9 of contamination in the work force.

10 And it seems to me that it really says that,
11 for those organizations that are undergoing major
12 transformation in the nature of the work place, that they
13 perhaps ought to spend some time trying to train in areas
14 of human relations.

15 I don't think it is enough anymore to simply
16 train people to fix widgets. And I think we have to move
17 beyond that kind of training. I think we have to combine
18 those. But it is certainly not enough to fix the widgets.
19 In fact, as I had my choice, I would do the other, as
20 opposed to fixing the widgets. But that is not a choice
21 that I have to make, and I -- but I recognize that we need
22 both.

23 But I do envision that -- I, indeed, envision
24 as -- part of the work force makeup of the year 2000 will
25 not only be a work force that is made up of people who are

1 "indigenous" to the country -- or natives, if you will,
2 Mr. Giago -- but that is also going to be supplemented and
3 enhanced by this major amount of immigration that we have
4 experienced over the course of the past 20 years.

5 And I think I was reading some figures that
6 would indicate that, in the past 20 years, 80 percent of
7 all the immigration that has occurred in the whole world
8 has been immigration to the United States.

9 And I think we are already seeing pieces of
10 problems, not only society problems generally, that
11 reflect themselves perhaps in a Rodney King type incident,
12 but I suspect in Miami before LA, but I think that kind of
13 competitive animus will probably be reflected in the job
14 force as the better jobs have stronger competition and
15 people are, you know, dealing with this sense of whether
16 or not I have got what is coming to me and so on and so
17 forth.

18 So I look to see a lot of those things that
19 have to be worked through in the work place, and --

20 MR. JENKINS: Do you see the onus in the future
21 dealing with the employers or with the educational system
22 or a combination of both -- because so often, as you know,
23 in the minority community we talk about sensitivity
24 diversity training for police officers and for those
25 public servants.

1 DR. BUTLER: Yes.

2 MR. JENKINS: That is fine and good. But what
3 about those folks who are getting and going through the
4 voc ed programs and through the job training programs?

5 DR. BUTLER: Yes.

6 MR. JENKINS: Should that be a part of the
7 curriculum process?

8 DR. BUTLER: Oh, I think so. Indeed, it may
9 well be a requirement for funding. You know, to be
10 contractive -- to become a contractor, one may well have
11 to say, well, you know, in order to qualify for this, then
12 you must either have done this or agreed to this, and you
13 may spell out what that is going to be.

14 MR. JENKINS: Thank you.

15 DR. MITCHELL: Okay. Any other panel
16 questions?

17 (No response.)

18 DR. MITCHELL: Thank you very much for --

19 DR. BUTLER: Thank you.

20 DR. MITCHELL: And we would appreciate a copy
21 of your statement at some time.

22 DR. BUTLER: Okay.

23 DR. MITCHELL: Oh, copies of your publication,
24 State of Oklahoma -- is that available through the Urban
25 League?

1 DR. BUTLER: The Urban League has -- we have
2 run out of money to produce many more than we did, Dr.
3 Mitchell, but --

4 DR. MITCHELL: It happens every year almost.

5 DR. BUTLER: Okay. But I do have my own
6 private copy that I would make available to you.---

7 DR. MITCHELL: Okay. We -- I am sorry. We
8 have one copy. We can make copies from it. Thank you
9 very much.

10 Okay. Ms. Sharon Bishop, director of the
11 Parents Reaching Out program, PRO -- thank you. Good
12 morning.

13 MS. BISHOP: Good morning.

14 DR. MITCHELL: And you may pour your water
15 first.

16 (Pause.)

17 DR. MITCHELL: So for the record, state your
18 name, and do you have a written statement for us?

19 MS. BISHOP: Yes, I do.

20 DR. MITCHELL: Okay. Thank you. Proceed.

21 MS. BISHOP: My name is Sharon Bishop, director
22 of PRO, Oklahoma -- Parents Reaching Out in Oklahoma,
23 Parent Training and Information Center.

24 PRO, Oklahoma is sponsored by United Cerebral
25 Palsy of Oklahoma and is a project of the United States

1 Department of Education. We are funded at \$141,649 per
2 year.

3 PRO, Oklahoma is comprised of five staff
4 members, all of whom are parents of children with
5 disabilities.

6 PRO, Oklahoma Parent Training and Information
7 Center is a parent-directed center providing services
8 state-wide to parents and professionals enabling them to
9 work together to provide an appropriate educational
10 program for a child with a disability.

11 Parents of children with disabilities often
12 have needs for specialized information, skills, and
13 training. The child may be of any age from zero to 21,
14 with any type of disability: learning, physical,
15 emotional, or mental.

16 PRO, Oklahoma provides the following services
17 free state-wide: workshops which would entail basic
18 rights, which is also related laws; IEP, individualized
19 education program; communication skills; early childhood,
20 zero to five, transition; transition from school to work
21 and home to community; specialized workshops and/or
22 presentations; individual assistance and information;
23 parent volunteer advocates; and a newsletter.

24 The mission statement that we have is Congress
25 has authorized the United States Department of Education's

1 Office Programs, OCEP, to found and administer the PTI
2 program as part of the large-scale effort to provide a
3 free and appropriate education for all children with
4 disabilities.

5 The specific mission of the PTI program is to
6 provide parents of children with disabilities with
7 knowledge, skills, information, and support so they can
8 obtain increased and improved educational services for
9 their children.

10 The PTI program mission strongly underscores
11 the important role that parents play in their children's
12 education and in helping other parents become more
13 knowledgeable and effective.

14 The most significant aspect of the mission is
15 the emphasis placed on parent control of the majority
16 membership of organizational specialized governing
17 committee of disability-oriented membership organizations.

18 During grant year 1992, which is our last
19 physical year, a total of 10,548 individuals were served
20 by PRO, Oklahoma. Of the 5,368 parents served last year,
21 which is an unduplicated count, the minority status was 12
22 percent, confirmed to be minority parents of children with
23 disabilities.

24 The PRO, Oklahoma PTI has been in contact with
25 a total of 178 national, state, and local clearinghouses,

1 agencies, service organizations, and parent groups during
2 our last physical year.

3 It is an honor to speak to the committee
4 regarding job training and vocational technical education
5 programs and civil rights concerns as it affects
6 minorities and disabled persons.

7 I would like to speak about general concerns
8 state-wide that is consistent as we assist parents of
9 children with disabilities access and obtain vocational
10 technical education programs.

11 It has been our experience that the main
12 barriers would be accommodations and options to access
13 programs at the vocational technical programs. Depending
14 on the disability -- be it learning, physical, emotional,
15 or mental -- often limits opportunities for options in
16 programs offered through the vocational technical
17 programs.

18 Many vocational programs have specialized
19 programs for particular disabilities. These programs vary
20 from one institution to another. Individuals with
21 particular disabilities would then be expected to
22 participate only in that course. Other options are not
23 considered.

24 When individuals with disabilities complete
25 required assessments, many times individuals, when

1 persistent, are allowed to attend vocational technical
2 programs under duress.

3 Accommodations for individuals with physical
4 disabilities are of great concern at vocational technical
5 programs outside of the metro areas. If accommodations
6 are not adequate, then the individuals are not able to
7 access the vocational technical programs at all.

8 A specific population that needs further study
9 in accessing and obtaining vocational educational programs
10 is the population of developmental disabilities. Limited
11 program options are made available when the population
12 tries to access the vocational technical programs.

13 When many individuals have pursued vocational
14 educational programs, they have found that the institution
15 was not able to modify programs and/or purchase
16 specialized curriculums.

17 When the individuals themselves with the
18 disabilities could provide the modified program,
19 specialized curriculums, aids to assist the individual,
20 the institutions were still not able to provide. This
21 resulted in the individuals with disabilities dropping out
22 of vocational technical programs.

23 Suggestions that would assist vocational
24 technical programs improve services for all individuals
25 with disabilities are as follows: personnel training on

1 disabilities; personnel training on sensitivity awareness;
2 disability laws training, which would include Carl Perkins
3 Act, American Disabilities Act, Section 504 of the
4 Rehabilitation Act of 1973, IDEA, which is the Individual
5 Disability Education Act.

6 Procedural safeguards need to be written to
7 ensure that all individuals with disabilities receive an
8 appropriate opportunity for vocational technical programs.
9 All training would benefit administrators and staff of
10 vocational educational programs.

11 We ask this committee to take the necessary
12 steps to ensure that all individuals with disabilities
13 receive the opportunity to access and obtain vocational
14 educational programs state-wide.

15 It has been our experience that job training
16 programs through JTPA are generally good programs when
17 they do exist.

18 Information contained in my oral presentation
19 or written statement does not necessarily represent
20 opinions of our funding source or sponsor. I will end my
21 oral presentation here and submit my written statement.
22 Thank you for your attention.

23 DR. MITCHELL: Good disclaimer. One of the
24 things I want to find out about is learning disability.
25 How do you include learning -- do you include learning

1 disabilities in your -- in terms of the students that you
2 are dealing with, and how do you accommodate the learning
3 disability, in terms of educational opportunities?

4 MS. BISHOP: Okay. They are included in all
5 disabilities when I say emotional, mental, physical, and
6 learning disabilities. They are incorporated in just as
7 any student. I am not quite sure what specific
8 information you are needing.

9 DR. MITCHELL: Well, I guess I am -- yes. I
10 guess I am -- in terms of learning disabilities --

11 MS. BISHOP: You are speaking in general?

12 DR. MITCHELL: Accommodations -- what kind of
13 accommodations have you seen made for learning disability,
14 particularly the learning disability, as opposed to the
15 physical disability?

16 MS. BISHOP: At the vocational technical
17 programs, what we have -- the feedback we have gotten back
18 from individuals who are successful at the programs at the
19 current time have been that they had the guidance to get
20 into a particular program that was offered at that
21 institution and it worked well for them.

22 As far as any specialized accommodations or
23 modifications being successful, we have not been a part of
24 that experience of hearing that information.

25 DR. MITCHELL: You alluded to outside of the --

1 I guess, the urban area -- rural vo-tech areas. Is there
2 a bigger problem there? You alluded to maybe there would
3 be a larger problem there than the urban?

4 MS. BISHOP: As far as the accommodations --

5 DR. MITCHELL: The accommodations.

6 MS. BISHOP: -- the physical accommodations,
7 because that might vary from one institution to another.
8 But we have had -- or reports that have been reported to
9 us have been the actual accessing the building, and
10 perhaps that has been because they haven't done updated
11 ramifications -- modifications. I am not sure.

12 One thing I would like to add is that
13 oftentimes individuals, as far as pursuing to try to get
14 the institution to make these kind of barrier-free
15 accommodations, they just don't feel comfortable about
16 doing that. There is a number of reasons.

17 DR. MITCHELL: Committee? Yes.

18 MR. FAGIN: This question goes back to
19 something with learning disabilities, because it came up
20 in our discussion -- but, for example, dyslexia and those
21 kinds of things.

22 There are now many classes -- maybe not
23 enough -- in the public school systems and so forth to
24 help get over those difficulties in reading and writing
25 educational process.

1 But to try to get into vocational or other
2 educational processes, in your experience or your feedback
3 from those, are those institutions doing anything to
4 accommodate to make it possible for those kinds of
5 children or young adults to have education -- a vo-tech
6 education -- for example, reading difficulties and other
7 kinds of things which take specialized education
8 procedures for it.

9 MS. BISHOP: Right. Through the local
10 education agencies?

11 MR. FAGIN: We are just wanting in terms of
12 vo-tech, if you have any at all.

13 MS. BISHOP: Right.

14 MR. FAGIN: We should ask those people
15 directly.

16 MS. BISHOP: Right. The remedial courses at
17 the vocational technical education -- they have had some
18 remedial courses. Some of the institutions have recently
19 got cut on funds through Carl Perkins Act and no longer
20 offer those remedial classes for individuals who might
21 need -- still need further tutoring. And that has been
22 the feedback on that, as far as learning disabilities.

23 MS. HELTON: May I ask a ku?

24 MS. BISHOP: Yes, ma'am.

25 MS. HELTON: How long has your organization

1 been in existence?

2 MS. BISHOP: For Oklahoma, it has been in
3 operation for seven years.

4 MS. HELTON: Seven years. I wish we would have
5 had it when I was going through the process with my child.
6 It is a good program, and I appreciate it.

7 MS. BISHOP: Thank you.

8 MR. MALETZ: I wondered if there are new
9 technologies coming along that make more occupations
10 accessible to physically disabled people?

11 MS. BISHOP: Yes.

12 MR. MALETZ: I have a sense that there are,
13 although I am not aware of specifics.

14 MS. BISHOP: Yes. When we talk about America
15 2000 and the goals for the nation as a whole, as far as
16 work and employment, that does include individuals with
17 disabilities. And the American Disabilities Act helped
18 make that a real focus in life.

19 There are assistive technologies, and that is
20 making it possible for many individuals to be very active
21 in the work place and very competitive. And there -- that
22 is why this is very important that individuals get an
23 opportunity.

24 MR. MALETZ: Well, is it -- should it be
25 something that the vo-tech system is working on, preparing

1 people to use these assistive technologies and training
2 people to train others to use them, or can you comment on
3 that? Should this be something that the -- that more
4 effort is devoted to in a systematic way?

5 MS. BISHOP: I think that would be excellent as
6 far as the suggestions to help individuals as far as
7 personnel training at the vo-techs.

8 If -- when they would get into the process of
9 disabilities and the laws that relate to them, as far as
10 education as a whole, they would see the need to --
11 Assistive Technology Act would be a part of those laws
12 that they could also understand. And there are many, many
13 avenues for them to receive the training they need. And
14 then they could incorporate that into their programs at
15 the institutions.

16 MR. MALETZ: If I may, just one other question.
17 A theme of your remarks seemed to me -- and your statement
18 was very clear and precise. But a theme seemed to me that
19 the vo-tech schools were not flexible enough in or acting
20 quickly enough to meet the needs of people with
21 disabilities.

22 MS. BISHOP: That is correct.

23 MR. MALETZ: And, in your opinion, is that
24 because the law and the regulations are not shaped
25 appropriately to encourage them to do that, or is it a

1 lack of funding, or is it a lack of understanding? How do
2 you -- what is the root of that inflexibility, if you --

3 MS. BISHOP: I think it is lack of education
4 and understanding on the individuals' parts that they are
5 not aware of individuals with disabilities.

6 And that is part of the education as a whole
7 that is in action right now, as far as community awareness
8 with individuals with disabilities. You see more
9 individuals in commercials with disabilities. They are on
10 tv programs now.

11 And so it is a step-by-step process to educate
12 people and train people on why individuals with
13 disabilities are human beings, too, and have the right to
14 have a life in the United States of America as any
15 individual, and regardless of sex, race, or -- so that it
16 goes back to education and training and to get people not
17 to be fearful.

18 Oftentimes people are fearful of people who
19 don't have hidden disabilities. There is many
20 individuals -- like a learning disability is a hidden
21 disability oftentimes, or a behavioral problem could be a
22 hidden disability.

23 But the person with the physical disability are
24 more obvious than -- that does present issues for
25 individuals who may feel uncomfortable, because they

1 haven't had that experience. They are not acquainted with
2 individuals with disabilities. And then that is where the
3 sensitivity training needs to come in, and disability
4 awareness.

5 MR. MALETZ: Thank you.

6 DR. MITCHELL: So it is a little bit more than
7 just following the letter of the law.

8 MS. BISHOP: However, the letter of the law is
9 there and is active.

10 DR. MITCHELL: Yes. I mean, that is --

11 MS. BISHOP: Right. It is no excuse.

12 DR. MITCHELL: But it goes -- that is the first
13 step. Yes.

14 MS. BISHOP: Right. That is correct.

15 DR. MITCHELL: Okay. Committee members?

16 MR. FAGIN: Well, just one more.

17 DR. MITCHELL: Yes.

18 MR. FAGIN: The vo-tech people, I think, are
19 going to tell us they do a pretty good job with this, or
20 try to. But in terms of physical disabilities -- deaf,
21 blindness -- are there programs in your experience in
22 which -- again, in vo-tech -- that are available for these
23 people and any recruitment, any efforts?

24 MS. BISHOP: They vary from institution to
25 institution. If you --

1 MR. FAGIN: There are some, though.

2 MS. BISHOP: There are some.

3 MR. FAGIN: That have aggressive programs for
4 this.

5 MS. BISHOP: Right. There are some that have
6 specialized programs for individuals, and then there is
7 others who do not. -- If you happen to live in that area,
8 then you would be fortunate.

9 If not -- but then, also, what I would like to
10 say is that just because there is a specialized program
11 does not mean that individual with that particular
12 physical disability is interested in that particular
13 program.

14 MR. FAGIN: Oh, I understand.

15 MS. BISHOP: They need to be given options, and
16 sometimes that is not made available.

17 MR. FAGIN: I understand.

18 MR. MALETZ: When you say there is a particular
19 program, you mean it is a kind of training for one type of
20 career or job, and it would be preferable if they had
21 options for many different -- all the different kinds of
22 training or education.

23 MS. BISHOP: Have the opportunity to look at
24 all the programs at that institution as any individual
25 would have the opportunity to do so, and then go from

1 there.

2 MR. GIAGO: In your opinion, Ms. Bishop, the
3 barriers that are faced by parents and/or the disabled
4 child and the non-education of those providing the
5 education, you know, in the system -- do you feel that
6 cultural differences ~~play a part in this,~~ and if so, have
7 you experienced this from those that you are working with,
8 from either the parents or the institutions, that that is
9 an actual barrier that they have to deal with, and are
10 they dealing with that?

11 MS. BISHOP: There are -- and it has been in my
12 experience that there have been reported cases of
13 instances where it was felt it was cultural, yes.

14 MR. GIAGO: And how are they dealing with that,
15 or can they?

16 MS. BISHOP: In most situations, it is not
17 being dealt with.

18 MR. GIAGO: Why would that be?

19 MS. BISHOP: Because most individuals with a
20 disability or their family member is not pursuing the
21 course. The culture we have seen the most action with
22 would be the African American.

23 MR. GIAGO: Have you had any dealings with the
24 American Indian and their cultural diversity?

25 MS. BISHOP: Yes.

1 MR. GIAGO: Is there anyone that you know of in
2 the system -- the educational system that you have been
3 working with and for -- readily available to help you in
4 these areas?

5 MS. BISHOP: Yes. It varies from regions
6 across the state and tribes.

7 MR. GIAGO: Okay.

8 DR. MITCHELL: Any other questions?

9 (No response.)

10 DR. MITCHELL: Thank you very much for the
11 welcome information.

12 MS. BISHOP: Thank you.

13 DR. MITCHELL: And we appreciate the statement.

14 Next is Mr. Theotis Payne, who is president of
15 the Coalition of Civic Leadership. You had no idea you
16 would just run in and sit down, did you?

17 MR. PAYNE: Hey, from the radio station to
18 here.

19 DR. MITCHELL: Thank you.

20 Charles, will you preside while I --

21 (Pause.)

22 MR. PAYNE: My name is Theotis Payne. I am
23 here as the president of the Coalition of Civic
24 Leadership, an umbrella organization of many organizations
25 throughout the great state of Oklahoma, specifically

1 African American organizations.

2 MR. JENKINS: Do you have a statement?

3 MR. PAYNE: Yes.

4 MR. JENKINS: Oh, go ahead.

5 MR. FAGIN: Do you have a prepared statement
6 that you wanted to read or comments then?

7 MR. PAYNE: I do want to make some opening
8 comments; I do not have a prepared statement. I do in my
9 head, but not on paper.

10 MR. FAGIN: We are ready to proceed, then.
11 Thank you.

12 MR. PAYNE: Okay. Thank you very much.

13 First of all, I appreciate this opportunity in
14 visiting with the representative from the United States
15 Commission on Civil Rights. I am very clear that this is
16 not only a privilege, but an opportunity to speak as an
17 African American.

18 I happen to work at Langston University, which
19 is the only higher education institution that is of
20 minority status here in this state prior to statehood. We
21 are approaching our 100-year celebration.

22 But as -- in part of my job at Langston, I go
23 out through six counties in the state to recruit young
24 people from the ages of 12 through 24 to help them
25 understand about the availabilities in education,

1 including vo-technical education, et cetera.

2 I want to talk about what we see as what is, in
3 my opinion, an institutional bureaucracy. Once upon a
4 time, there was a coin termed [sic] by Stokley Carmichael
5 called institutional racism. I want to take it to a
6 higher level of consciousness and define it as
7 institutional bureaucracy that is not conducive for people
8 of color, specifically African Americans.

9 In Oklahoma, we have a real problem with what I
10 call a lack of transportation for African Americans in
11 order that they may achieve some of the same things that
12 the majority of Americans I want to define as Caucasian
13 have access to.

14 COPTA [phonetic] is an entity that the federal
15 government allows to go in various communities to set up
16 transportation systems.

17 Just northeast of where we sit is a community
18 called Spencer, where a large population of African
19 Americans live. They do not have access to get the
20 vo-technical systems right here less than a mile from
21 where we sit, a very clear problem of blatant
22 discrimination referring back to institutional
23 bureaucracy.

24 Once upon a time, there were transit systems in
25 place to help disadvantaged and poor people get to the

1 resources, but due to what they defined as a ridership
2 problem, the program was "eliminated" without any input
3 from the community that was benefitting from the service.

4 When you go into other parts of Oklahoma --
5 three weeks ago I was a guest at the Interdenominational
6 Ministerial Alliance in McAlester, Oklahoma, where the
7 second top ranked student in that community -- happened to
8 be an African American female -- did not receive any
9 resources information about vo-technical education, higher
10 education, et cetera, et cetera, no scholarships, et
11 cetera.

12 But the school had over a half million dollars
13 of scholarships funded to them, a very clear bureaucracy
14 that was not conducive even in the far southeast part of
15 Oklahoma.

16 Last week I attended Jones High School
17 graduation, where the fifth top student of 65 happened to
18 be an African American, where again there were over a half
19 million dollars of funds for scholarships: no -- zero --
20 funds to this particular student, no information about
21 vo-technical education.

22 Just simply just a student at a school in rural
23 Oklahoma -- I think there were three African Americans out
24 of the 62 students -- and reiterating, this person was
25 fifth of that class, so clearly a high achiever qualifying

1 for resources and information in the areas of vo-tech,
2 whether it be nursing or electronics, whatever that
3 program -- no information.

4 I have been working with her, and she was
5 coming with me today, but I rushed her from my radio show
6 that is on 11:00 and 11:30. So I went out and recorded it
7 early so I could be here, because this is too important to
8 our great state.

9 But getting back to my point, that we are not
10 mirroring our communities in vo-technical education at
11 all -- in higher education, it is worse.

12 And when you start talking about vo-technical
13 education and voc rehab education, most of the
14 implementers of the programs in Oklahoma happen to be from
15 the majority community: again, Caucasians that have not
16 had any form of sensitivity training so that they can
17 begin to go out and be what we consider a manager of
18 diversity in dealing with the uniquenesses of those
19 individuals.

20 And we see this as a clear problem, and there
21 are processes in place to resolve some of them. But,
22 again, we are losing too many young people of African
23 American descent because they have come up with this
24 concept of hopelessness.

25 And it is clear because of the number of crimes

1 that we are starting to see throughout our community, and
2 when you go out and work with young people like I do -- I
3 work with what some of you all define as street gangs; I
4 just call them people that is in little sets, because the
5 terminology is somewhat user-friendly for people to just
6 stereotype people to make them a part of the problem.

7 But there are many type of gangs, but I don't
8 want to get into that. I want to stick with the subject
9 that these young people, if they were tested with the
10 sensitivity test -- not a standardized test -- the
11 potential of their success would increase, because the
12 testing mechanisms that are used in most of our schools to
13 determine if children would go to vo-tech sometimes have
14 the biases that most standardized tests have been clearly
15 defined as: They are not racially sensitive.

16 In our community, most of our students do not
17 know about the two schools of thought from the African
18 American community, and I will just briefly touch on that,
19 which is the W.E.B. Du Bois and Booker T. Washington two
20 schools of thought.

21 And in paraphrasing it in my own mind to try to
22 help me explain it to you the way that I understand it is
23 some of us will be academicians and educators and lawyers
24 and psychologists, et cetera, but some of us can be great
25 brick masons and carpenters, and et cetera, but because of

1 the lack of sensitivity, the lack of resources, our
2 children begin to fall between the cracks very early in
3 life.

4 So by the time vo-technical education becomes
5 an accessibility, the student has begun to accept the fact
6 that they will not succeed based on their ethnicity alone.

7 So we are just appreciative to be here this
8 morning to make these comments, but specifically to hope
9 that this is not just another form of what I call inertia,
10 just smoke and mirrors, because I am doer.

11 I am appreciative, again, to make comments.
12 But I just see too many task forces, too many studies, and
13 no one implement them, other than, once they finish them,
14 they stack them on the shelves.

15 So I hope -- because I am not as knowledgeable
16 of this process as I probably should be, but then again,
17 if I would, I probably would not have come -- that this
18 will be something that this state can begin to look at,
19 pressured by the federal government, because our state,
20 with the 7.4 African American population, is misleading.

21 I happen to be on the governor's 2000 Census
22 Planning Commission Board. I am the only African American
23 on that board.

24 And 7.4 is not, clearly, a representative group
25 of African Americans, because when you go into the

1 McAlesters, the Muskogees, the Lawtons, the Ardmores, and
2 places like that, some of them were never even approached
3 by the census commission people, who was coming up with
4 the data in order to give us some real tangible data to
5 look at so we can start talking about our problems,
6 because, again, and not to overuse this word, there is no
7 sensitivity.

8 If someone came to me and stated that they
9 wanted me wanted me to fill out this document, and here I
10 am poor, disadvantaged, in rural Oklahoma, and I happen to
11 be African American, and I might be on some type of
12 funding, be it DHS, ADC, or SSI, et cetera, I would not
13 fill out a piece of paper myself.

14 Many professionals didn't fill out pieces of
15 paper, because some of us have the part-time jobs on the
16 side that we may have not reported that cash income.

17 So there is so many problems that are leading
18 to the fact of why our young black students, middle-aged
19 black men and women, older black men and women are not
20 having access to this. It is so extended I think you
21 can't even put a finger on it. It is just an enigma to
22 this point.

23 So I just hope, again, that whatever we can
24 do -- as the Coalition of Civic Leadership president --
25 that we can make this process user-friendly for the people

1 who are victims of this what I defined as institutional
2 bureaucracy. And that is my opening statement.

3 DR. MITCHELL: Thank you very much.

4 Committee members?

5 MR. FAGIN: Well, is the problem you mentioned
6 in terms of outreach into these areas in vocational or
7 other kinds of education -- is that a problem of the
8 educational system, do you think, itself, the schools, or
9 of the vo-tech or even the colleges in not getting into
10 those systems. Where do you see the responsibility?

11 MR. PAYNE: Well, the responsibility falls on
12 the community. I don't want to make government be the
13 whole institution or solution.

14 But government should have a key role in
15 creating programs that will get us out of the walls, as we
16 define it, out into the communities, because reach-out is
17 a new scenario, I guess you want to say, of attaching
18 people to people that look like them, that act like them,
19 that have a lot of similarities, to show that there are
20 some resolutions to the poverty or to the -- you know, the
21 color barriers, et cetera, by education involvement.

22 But if no one is in those communities --
23 because the example in the educational system here, when
24 you look at the secondary education, when you look at all
25 the assistant superintendents up under the superintendent,

1 none are of African American descent.

2 So when you start talking about bureaucracy and
3 that homogenous group making their decision, all of them
4 look and act alike.-----

5 So there is no diversity to even give any input
6 into the problems that we see as we -- the foot soldiers,
7 as I define people like myself -- that we encounter
8 because of the fact that, once we get out there to the
9 young person, many of them have already been discouraged
10 because 80 percent of the instructors in this state are
11 white females, which no disrespect to white females.

12 A lot of young African Americans and other
13 ethnic minorities have had very little contact with them
14 in social settings. It always the dictator setting: The
15 instructor is the dictator, and the students are the
16 dictatees. So that clearly shows a systemic problem
17 there.

18 So -- and more and more African Americans are
19 not going into education because of economics. We clearly
20 see that, I think, the starting salary for those in those
21 fields are 24,000.

22 And when, you know, you are in a situation
23 where that is not viewed as a lot of money to them, then
24 their minds focus on being an engineer, et cetera, et
25 cetera, et cetera. So it is a paradox.

1 So again -- but because of the number or the
2 lack of numbers of African Americans in the field -- in
3 these various fields of vo-tech education -- two weeks
4 ago, the vo-tech system --- I don't know if this was a
5 coincident or they knew you all were having this forum.

6 The vo-tech system invited 100 African
7 American -- i.e. -- leaders, whatever that is, to the
8 vo-tech system at Francis Tuttle, and then we went out to
9 Canadian Valley, to begin to look at the systemic problems
10 from within to help them recruit African Americans into
11 the field, not just students, but older people that are
12 wanting to change careers, et cetera.

13 So those type of things should have been going
14 on simultaneously in this community, in Muskogee, in
15 McAlester, in Ardmore, in Lawton. There are large pockets
16 of African Americans all over this state.

17 But if just those in the urban areas are the
18 only ones that have access to this information, we will
19 continue to get what we give out; that is, nothing.

20 So I hope I am answering your question, because
21 I really -- if I knew the answer, I would probably be a
22 millionaire, because, you know, in Oklahoma it is just
23 some big bureaucracy.

24 It is a good-old-boy, good-old-girl system,
25 where a lot of these persons are appointed because they

1 put x number of dollars in somebody's campaign or
2 something. So they end up with an assistant
3 superintendentship at the state law.

4 Now, I don't know about all the different
5 schools. We probably have more school districts in
6 Oklahoma than in some of the larger states like Texas.

7 So I am just telling it, in my Afro-centric
8 words, like it is, because we need to get down to the core
9 of this problem, because when I was invited yesterday by
10 the lady that is over the Oklahoma juvenile justice
11 system -- she is the coordinator -- she stated to me,
12 Theotis, 85 percent of the people on 5905 North Classen
13 are African American males. We cannot let them go,
14 because they all are here on violent, vicious crimes.

15 And when I think of African American males
16 being only 3.2 percent of the state's population, but we
17 are 85 percent of the juvenile justice department right
18 here less than a mile from where we sit, that is
19 frightening, because, again, I work with troubled boys.
20 Some of us call them street gangs.

21 Someday those young boys will be released. And
22 if we don't get them into these vo-technical systems, then
23 we are going to continue to have a high number of what is
24 not a popular subject, black-on-black-related crimes,
25 because it is easier to steal from somebody who look like

1 you, because they might not turn you in, where if you
2 begin to go into other communities -- i.e., the Quail
3 Creeks and Cherry Hills of the world -- then you may be
4 caught just because you are not supposed to be there,
5 anyway.

6 So I just hope, again, to not ramble to you
7 all -- that this problem is so severe -- in the last two
8 weeks I can tell you of eight murders that I knew the
9 person. That is frightening.

10 Now, that might be because I work with the
11 people in the world -- some people call it in the
12 street -- but it -- just common people are starting to
13 know these younger adults.

14 And something like this -- some pressure on
15 this state from the federal government will begin to show
16 that this is blatant racism. I don't know no other way to
17 call it, because no one has really won any class action
18 suits against this state, because this whole state is out
19 of compliance.

20 There is no doubt in my mind -- and I am not a
21 lawyer. I am speaking as a behavioral scientist. There
22 is no doubt in my mind the civil rights of African
23 Americans and other ethnic minorities are being violated
24 on a day-by-day base.

25 When you look at the educational system, the

1 juvenile system, the criminal justice system, the numbers
2 are too disproportionate. You do not have to have taken
3 research in human relations to understand it. You could
4 just be a common person on the street and see that the
5 media is perpetrating the violence.

6 There should be ~~class action cases~~ against the
7 media for not using the educational system as an
8 alternative for society, because society -- this society I
9 live in Oklahoma is up under siege, where common people
10 like myself -- I am under my own advisement of whether I
11 need to start packing a gun.

12 You know, I am just telling it like it is,
13 because we are just -- we are in between a rock and a hard
14 place in this state.

15 DR. MITCHELL: Yes.

16 MR. JENKINS: Let me go back to something you
17 said earlier. You indicated that, I guess, oh, 100 black
18 citizens of Oklahoma had been invited to -- by the, I
19 guess, voc education systems.

20 MR. PAYNE: Vo-tech -- the -- yes, sir.

21 MR. JENKINS: One of the things that probably I
22 want to touch on is, during the course of the meeting,
23 what recommendations emanated from these black educators
24 to conduct more outreach recruitment services? What
25 advice was given to these persons in power?

1 MR. PAYNE: I thank you for asking that
2 question. Similar to what I stated earlier about having
3 people at the sites of the school -- for instance, I
4 graduated from a school called Dungee [phonetic], where
5 the counselor's function was to be a clinician, not a
6 schedule-of-classing person. And there was some one-on-
7 one to try to find out Theotis' strengths, as well as my
8 weaknesses.

9 Now, this was 22 years ago, where I left a
10 little bitty black school and was accepted into OU "on a
11 voc rehab scholarship," because I have a visual
12 impairment.

13 If that counselor had not taken those minutes
14 out of the day to find out what strengths were, then no
15 way in the world would OU had accepted me in 1972, when I
16 think there was 620 blacks total in a university that had
17 25,000 students. But they went out and found us. And
18 these type of things were more appealing to me -- I am
19 speaking first person.

20 And in that same class, six or seven of my
21 classmates had that clinician approach by our counselor at
22 our school -- not someone from DHS or the Department of
23 Education -- someone who we knew that knew our parents and
24 had contact with us on a day basis, that we knew were in
25 our best interests. That was a suggestion given by that

1 group.

2 And, also, in the professional area: There are
3 brick masons, electricians, plumbers that could be
4 teaching some of the courses at some of these vo-tech
5 systems, because they are the experts in those areas, not
6 those of us that went off and got masters or PhDs. Some
7 of us don't even know how to hold bricks that went to some
8 of these universities.

9 So -- but because of all the rigid structural
10 program that you must qualify for in order to be an
11 instructor, the institutional bureaucracy, again,
12 discourages the specialized person with the Booker T.
13 Washington mentality to even approach the system for a
14 job.

15 So that was another suggestion. But it was so
16 formal that only 60 of us showed up, because, again, back
17 to the climate, the corporate culture of Oklahoma,
18 sometimes we even think it is inertia when they invite us
19 out.

20 MR. JENKINS: How -- yes. Go ahead.

21 DR. MITCHELL: I am sorry. Is there going to
22 be a follow-up on this?

23 MR. PAYNE: Prayfully. You know, again, they
24 may have heard about this. I don't know. I am just
25 speaking as I know it.

1 We suggested to them, because of our own
2 concerns, because we failed as a community -- and I want
3 to go on record as saying this. We failed as family
4 members, as people that believe in God -- we failed, also.

5 But, in Oklahoma, even some of our people that
6 are really trying to do better, they have these one-time
7 things, and they brought us from all over the state just
8 one -- the first time I have ever seen them bring us from
9 all over the state.

10 The rural part of Oklahoma, they are really
11 going unrepresented, because -- this is a touchy subject,
12 but this is one of my favorite: this equal representation
13 thing.

14 I think that is the solution to a lot of
15 problems in our state, because when you think of 101
16 representatives, only two, three being African American;
17 48 senators, only two being African American -- again, you
18 do not have to take research in human relations to
19 understand that that is disproportionate.

20 When you say that we only legally have 7.4
21 percent people fill out the census, well, I will assure
22 you -- I would say it is 12 percent -- I would almost say
23 14 percent. Half the black people didn't fill out
24 censuses.

25 I would almost risk my salary this month on

1 this, because when you talk to professional people that
2 don't trust bureaucracy and government and census and all
3 that, what do you think about the low socioeconomic
4 African Americans that is in little pockets all over this
5 state that probably even never gotten a letter, because
6 some of these places in rural Oklahoma don't even have
7 addresses.

8 So I guess, in not getting off on a tangent, I
9 don't know what the vo-tech system's intent would be to do
10 the follow-up. I don't really know.

11 DR. MITCHELL: Okay. You have another --

12 MR. JENKINS: Go on. I can reserve.

13 DR. MITCHELL: Okay. I was make sure that all
14 the --

15 MR. JENKINS: Yes. Right.

16 MR. TOURE: I had a question, Mr. Chairman.

17 DR. MITCHELL: Yes, Mr. Toure.

18 MR. TOURE: Of course, I have to warn the panel
19 I know Theotis very well, and we can talk all day here.

20 MR. PAYNE: That is right.

21 MR. TOURE: But I wanted to ask --

22 DR. MITCHELL: Well, don't -- you don't have
23 to.

24 MR. TOURE: I won't do that.

25 DR. MITCHELL: I just wanted to make the record

1 clear.

2 MR. TOURE: Specifically, out of the meeting
3 with the vo-tech folks and your experiences in working
4 with young people -- my notion is that we bring about the
5 concept of civil rights and quality and so forth through
6 employment, for one thing. People have jobs and they
7 don't have to kill each other and so forth.

8 Is the vo-tech system now capable of providing
9 training and, in a sense, jobs to the young people that
10 you deal with, who turn out to be gang members and
11 juvenile delinquents, and when they become adults or when
12 they become treated as adults, become prisoners?

13 MR. PAYNE: Philosophically, yes;
14 theoretically, no.

15 MR. TOURE: Okay. Well, how can we turn the
16 philosophy into the actual practice?

17 MR. PAYNE: Based on that orientation that day,
18 most of us that were there did not know that it was an
19 opportunity for you to be self-taught at your own pace, et
20 cetera, et cetera, et cetera.

21 That is a unique concept, because you don't
22 have to go in with a class, and all of you start in
23 December and graduate in May. That part of it was
24 intellectually excitable to those of us that didn't know
25 that we could go tell young people that.

1 But the second problem with that is -- the
2 second condition that we are talking about is some of us
3 are not disciplined from early enough ages and phases in
4 our life that we can go down and sit at a computer and
5 come out with the same results to pass the test.

6 So that is why I say it is a twofold problem.
7 I don't want to use the paradox. It is just a twofold
8 condition, where that if there -- if the concept is going
9 to continue to be that you can be self-directed at pass
10 the test at your own pace, et cetera, then that is
11 acceptable for a certain culture.

12 But the concept over here is some of us must
13 have instructions for the preparing of the tests prior to
14 taking them, so that if we are staying in there too long,
15 because we don't understand the self-discipline that it
16 takes in going on studying and there won't be a teacher
17 standing over you, et cetera -- that that theory could be
18 used at the elementary level, so that the elementary
19 teachers cannot just spend time talking about learning
20 about your A's and your B's and your C's, but spend that
21 time letting students work independently at an earlier
22 age, so that they can have a better concept of what the
23 vo-tech system's approach to obtaining the germane degree
24 or whatever they may be at that particular level.

25 So I don't know, Representative -- I am -- I

1 really don't know, because, you know, being a former
2 schoolteacher, some of the students that I had a problem
3 with -- we deemed them as high-challenged, to not call
4 them special ed -- they are good with their hands, but the
5 way the computer system is designed to pass the test, I
6 just don't know if they have the intellectual capacities
7 to feel in the blank.

8 So maybe if there was like, say, the driver's
9 test. We finally went to where the driver's test is oral,
10 for those that have -- writing skills. Maybe if there is
11 an oral approach to the instruction, more than just a
12 hands-on computer typing approach, maybe that can give a
13 person a connection with another person, because we all
14 learn differently.

15 And that is about the management of diversity
16 issue that I think is prevalent here, and that is to try
17 to deal with each person uniquely, because --

18 DR. MITCHELL: Yes. Let me ask about just one
19 point. You say the intellectual capacity, and let me see
20 if I am understanding. Intellectual capacity or
21 intellectual discipline -- when you say intellectual
22 capacity you denote an ability to really learn, as opposed
23 to discipline -- intellectual discipline.

24 MR. PAYNE: Oh, okay. Well --

25 DR. MITCHELL: If -- and I am wondering if --

1 you say people are good with their hands and don't have
2 the intellectual capacity -- or is intellectual
3 discipline? They have not been disciplined enough to use
4 intellectual capacity. You understand what I am saying?

5 MR. PAYNE: Yes, I do. And you are right. But
6 if the capacity is to sit down at a computer in order to
7 pass the test, and you have never seen a computer until
8 you entered that building, I don't know if that is --
9 maybe they do not have the intellectual capacity, because
10 some of our schools -- I am talking about poor,
11 disadvantaged black schools now -- they do not have access
12 to computers for every student in the school.

13 But then, when you go to the vo-tech to learn
14 some of the functions, based on what we observed that day
15 in this orientation, it is the computer that most of the
16 time is the tester. So --

17 MR. MALETZ: Well, that is sort of a
18 familiarity issue -- familiar -- are people familiar with
19 using computers, and then have they been trained to use
20 them? Are they accustomed to using them?

21 MR. PAYNE: See, there are some schools that
22 they have this connection with some big organization, and
23 they go and buy them computers. But there are other
24 schools that, just simply because of being impoverished or
25 being African American or in the wrong community or

1 whatever, they do not have the same access to the
2 volunteers that work with them at that early --

3 MS. HELTON: But do you feel that just the
4 African American has that particular problem? Don't you
5 think the other minorities might have the same thing --
6 say, the Asians, the Hispanics, the Indians? They, too,
7 come from poor backgrounds. They are not all very
8 affluent. So therefore some of the -- and then some of
9 them have the language barrier.

10 MR. PAYNE: Well, now, if you want me to start
11 speaking as a multi-cultural expert, I could go on and on
12 and start talking about single white women and white males
13 that feel threatened.

14 But I was speaking more Afro-centrally,
15 because I was under the impression that was what my
16 presentation was supposed to be based on, the number and
17 the problem within the African American community.

18 But I believe it has an as equal of a problem
19 with any individual --

20 MS. HELTON: That is right.

21 MR. PAYNE: -- but because -- now, let me say
22 this, and I want to say this carefully but truthfully.
23 Because of the longevity of discrimination that have been
24 placed upon African Americans in this state, that is why I
25 came here with my Afro-American hat on, because where

1 constantly the Dowversus [phonetic] case goes back and
2 forth, back and forth, back and forth.

3 And being astute and being a civil rights
4 person myself, I know that when you raise the tides, it
5 raises all the ships. And I believe that through a multi-
6 cultural perspective that this will help Oklahoma as a
7 whole.

8 But if I don't talk about the number of African
9 American males that are being victimized by the system of
10 bureaucracy and institutional racism, I won't be talking
11 about what I feel is a bigger problem for now for the
12 whole society, when I alluded to the 85 percent young men
13 in the juvenile justice system less than a mile from here.

14 Now, if that was 85 percent of all ethnic
15 people, then I guess that would piggyback on what you are
16 saying. But those 85 percent are all black boys that will
17 someday be released.

18 Now, I am just telling it, again, like it is.
19 I am concerned about all people. But this thing around
20 crime and violence that is associated with the lack of
21 access to education is a real problem for black people in
22 this community -- this state community, not this
23 neighborhood community.

24 So -- but, again, I am not a reverse racist. I
25 just felt like that, when you look at the numbers, you

1 won't see those numbers of Asians. You won't see those
2 numbers of American Indians, because of their tribal laws
3 and being able to have the sovereignty, et cetera, et
4 cetera, et cetera.

5 So -- but I don't come here really prepared,
6 but we could spend a whole 'nother day on that whenever
7 you all come back.

8 MR. TOURE: Follow-up, Mr. Chairman?

9 DR. MITCHELL: We got some people going to
10 address that.

11 MR. TOURE: Just last follow-up.

12 DR. MITCHELL: Yes.

13 MR. TOURE: I just want to know, Theotis,
14 again, based on your visit and -- could you right now go
15 out -- I assume that you can go out and pick out 20 kids
16 who are the worst kids in the neighborhood --

17 MR. PAYNE: Yes, sir.

18 MR. TOURE: -- who are probably going to leave
19 high school before they finish.

20 MR. PAYNE: Yes, sir.

21 MR. TOURE: Can you take those 20 kids right
22 now and get them into the vo-tech system, with the idea
23 that they will finish the vo-tech system, have a skill,
24 have all the ability and the wherewithal to become
25 productive members of society, or are there some barriers

1 in getting those 20 kids in the vo-tech system and getting
2 them through?

3 MR. PAYNE: No, sir. Out of those 20
4 representative -- I am not a numbers person -- maybe two
5 would succeed, because of the fact that, if these are the
6 20 "problematic" children that we would select, there are
7 so many other systemic problems that they have already
8 been introduced to -- the fear of white males, white
9 females, white police, white judges -- they would be
10 intimidated that this is the fact of -- that this is not
11 for me, because when they would go to the system, there
12 wouldn't be enough people sensitivity-ly trained to deal
13 with the culture -- not the ethnicity, their culture.

14 Example: Two years ago we had an opportunity
15 to put ten young black boys to work at Seagate, a major
16 company nation-wide that is here in Oklahoma City, to try
17 to start getting agencies and organizations to help us
18 with the alternative problem representative.

19 Out of those ten boys -- young men, because
20 they was going to be between the age of 18 and 25 -- nine
21 of them completed the program. Five of them are now
22 working other places, thanks to Seagate and the others
23 that worked with them. One of them is in, you know, the
24 correctional facility for murder.

25 But none of them really benefitted from it,

1 other than the fact that we hand-picked them. You know,
2 they were gang members. But I hand-picked them so we
3 could do the research game and make the results be high.
4 It is called manipulating the numbers.

5 But if they were -- if I just went on the
6 street and picked out ten brothers and said, Okay, all ten
7 of you brothers -- or ten American Indians or ten Native
8 Americans or Hispanic Americans -- is off the street;
9 c'mon, you are going to the Seagate, we wouldn't have had
10 that success rate.

11 So the system is not user-friendly. It is
12 clearly -- even walking through there that day -- and you
13 can ask any other person that was there, because you know
14 most of them -- there was so few people of color until I
15 thought I was in another town. I didn't even realize this
16 existed. And I consider myself bright, intelligent -- I
17 mean, and an Oklahoman.

18 So -- but, again, I wouldn't have felt
19 comfortable in there preparing to be a skillful person in
20 this particular area, whether it was to be a secretary or
21 whatever, because nobody done knew and understood me as a
22 culture.

23 And that is the way that people are perceiving:
24 that society is its enemy; government is its enemy. And
25 this commission that you all serve on -- through

1 litigation, through confrontation, through agitation, we
2 are beginning to break down the walls of this word I
3 defined -- this term I defined earlier as institution
4 bureaucracy.

5 DR. MITCHELL: If all the people or the
6 majority of the people in this tech system, would that
7 solve the problem?

8 MR. PAYNE: If all of the students or the --

9 DR. MITCHELL: The teachers and administrators
10 were in the vo-tech -- would that solve the problem?

11 MR. PAYNE: I think that would create another
12 problem. Any problem you solve will create another one.
13 This is the way I personally and professionally feel. But
14 I believe -- again, I -- and being real brief, I believe
15 in multi-culturalism.

16 It is -- America demographically is clearly
17 changing, where the majority of people in this country by
18 the year 2000 will be of color, will look like this panel.
19 And if we don't utilize that perception and that reality,
20 then we are not continuing to make America what she can
21 and ought to be.

22 And it is not to be against white males or
23 anything, but I am going to give you a simple example:
24 100 United States senators. Young people watch C-SPAN,
25 also, and when they look at 90 of them being millionaires,

1 one of them being African American, one of them being
2 Hawaiian -- I am just talking about the reality of the
3 common people, not those of you on this panel that are
4 astute in your fields of civil rights, because most people
5 think we don't need civil rights anymore.

6 Even those that are involved in it in this
7 state -- we are criticized because there is this mentality
8 that there is this level playing field, until you walk in
9 there and see them 77 judges and only one of them was
10 African American. So -- and that is not when you go to
11 trial court; that is when you go to district court --
12 those kinds of things.

13 And until we begin to utilize commissions such
14 as this to bring about inclusion, not reverse racism -- I
15 am against any person or any race being treated
16 differently because of their ethnicity.

17 But the reality of it is when you look at
18 America -- and let's be specific -- when you look at
19 Oklahoma, and you go down to Oklahoma University, where
20 there is no one in power of color -- when you go to
21 Langston, our vice president is Caucasian. Why can't OU,
22 OSU, and all of them have vice presidents of color?

23 We just got to call it like it is. It is
24 blatant discrimination against the races of people that
25 are not from the majority community, and this state is in

1 violation. I am not a lawyer, but I have common sense
2 that we are not mirroring the customers.

3 And we pay taxes. And we deserve equal
4 representation at every level of government. And once we
5 get that, then we will begin to get the rewards of what
6 uniquenesses and differences bring about.

7 It is like confrontations with your spouse:
8 They make your loving relationship better. And it is hell
9 when you are going through it, but once you come out of
10 it, you feel like you have grown as a couple.

11 And America needs to begin -- this state needs
12 to begin to approach everything like a marriage -- not the
13 divorce rate, the marital rate.

14 DR. MITCHELL: I think we can move ahead.

15 MR. PAYNE: Okay.

16 DR. MITCHELL: Okay. Thank you very much.

17 MR. PAYNE: Thank you all so much.

18 DR. MITCHELL: That was a most enlightening
19 discussion. Thanks. I appreciate it very much.

20 I guess -- is it Ms. Pat Fennell -- yes,
21 Fennell -- Ms. Patricia Fennell, executive director of the
22 Latino Community Development Agency. Good morning.

23 MS. FENNEL: Good morning. (Speaking
24 Spanish.)

25 I have started my little spiel talking to you

1 in Spanish, because my experience in this community is
2 that locally, as well as when I have been in Washington in
3 some of the federal agencies, the first question that
4 people ask me is: a Latino agency in Oklahoma? You mean,
5 there are Hispanics in Oklahoma?

6 And the reality is that, yes, it is a
7 population that is exploding. But we are an invisible
8 community in a lot of ways, and so, therefore, we have
9 been -- we have suffered a very benign neglect. And this
10 is very much exemplified in some of the institutions that
11 you are looking into today.

12 The fact that there is no recognition that
13 there is a growing Latino community here has promoted a
14 total lack of bilingual, bicultural staff members in the
15 agencies.

16 And that is one of the basic problems that we
17 have, because not having bilingual, bicultural staff that
18 represents our community and our interests, programs
19 cannot be formulated in a way that reach our community.
20 There is no materials written in Spanish.

21 We do want -- we encourage people that come to
22 this country to learn English. That is the language of
23 America. But if many of you have studied languages
24 before, that is not an easy and overnight process, and we
25 need to have some kind of bridge while people learn

1 English.

2 But one of the basic problems is that neither
3 the JTPA offices, nor the vo-tech educational system, has
4 any representation, or if they have a representation, it
5 is a very minimum representation of Hispanics in their
6 staff.

7 I have brought with me two of my staff members
8 that implement the JTPA program, in case you ask me any
9 technical questions, because one of the things that I
10 personally have experienced in attempting to understand
11 the JTPA program is that it is a very cumbersome program.
12 It has conflicting regulations. You get conflicting
13 information.

14 And so I considered myself a very competent
15 person, and if I have not been able to understand and get
16 a good hold of the program, I know that it is a program
17 that is very difficult for people to understand and reach.

18 So I have some of my people that deal with the
19 technical nitty-gritties in case you ask me anything
20 technical, because, you know, I just admit my limitations
21 on that.

22 One of the big problems that we have that
23 affect particularly the Hispanic community -- and I am
24 sure other minority populations, too, and maybe
25 everybody -- is the process of verification for income in

1 order to qualify for the JTPA program.

2 Now, I have to also tell you that in the Latino
3 agency we have been trying to -- we have been implementing
4 a program to serve Hispanics, and, really, we have faced
5 so many barriers, and we have received collaboration from
6 the JTPA office in helping us break down some barriers
7 that have existed here that have prevented Hispanics from
8 being served by JTPA, so that there are some modifications
9 lately. But there is still a long way to go.

10 In qualifying people for income -- you know, to
11 determine their eligibility on the income guideline,
12 before we used to have to -- the parents used to present
13 all kinds of proof of income for the last six months.

14 That -- oftentimes people do not realize the
15 importance of keeping that income. That presupposes,
16 also, that you are going to have employer collaboration in
17 providing the proof of income of someone that has been
18 employed for a period of time.

19 Now they have gone to allowing the students to
20 qualify for the program simply if they are eligible for
21 the school lunch program. That change has occurred in the
22 last two or three months.

23 However, also, it is not sufficient now for
24 them to just simply present the form from the counselor
25 with a check mark. What now is required is a copy of the

1 letter from the Free Nutrition Act office.

2 Okay. Problems that exist with that: Number
3 one, this, again, supposes that there is a need for school
4 collaboration. If for some reason a school is not able to
5 provide to you or not willing to provide to that
6 information for you, how are you going to determine that
7 the kids are, you know, qualified for the free lunch
8 program.

9 Now, also, the other interesting program,
10 especially during the summer, is that the school district
11 now is going to offer a JTPA program. So why would they
12 collaborate with a community-based organization that has
13 the cultural sensitivity, that has the bicultural staff to
14 provide the information, when they are competing for it?

15 You see, one of the basic problems that we have
16 in JTPA is the system of reimbursement -- okay -- which
17 prevents the small agency -- last year -- our agency is
18 three years old. Last year, we were approved for a
19 program -- the year before last -- and \$84,000 to
20 implement the JTPA program. They liked the program. They
21 liked everything.

22 But for a small agency like ours, that is just
23 starting, that does not have a cash reserve, it is
24 impossible to do it, because the way the program is set
25 up -- and I don't know if those are federal regulations or

1 local structure of the program -- is that you have to get
2 the students in the process.

3 That sounds easy, but it is not. You have to
4 motivate the kids. You have to explain to the parents the
5 importance of the program. You have to help them surpass
6 all the barriers to getting them enrolled.

7 Then you have to retain the kids. You have to,
8 you know, collaborate with employers and so forth. But
9 you do not get any payment for any of that until the
10 students have completed the total process.

11 So for an agency, that is just starting, to
12 embark on the risk of hiring a full-time person to do the
13 program, you know, and then there is all these barriers to
14 enroll students, how in the heck can we take the chance of
15 going, you know, \$50,000 in the hole? So, obviously, we
16 had to say, Thanks, but no thanks. We could not do the
17 program.

18 We are three years old now. Our capacity has
19 increased. But, still, you know, it is the kind of
20 program that you begin the program with a chance of going
21 in the hole. So that is a big problem.

22 Okay. So now you have the school district --
23 you are -- to get the kids eligible for the program, you
24 depend on the school providing you that certification.
25 Now, the school has a JTPA program; they have the same

1 thing. They don't get the kids in, they don't get the
2 bucks.

3 Okay. So why would they collaborate? Why
4 would the schools collaborate with this community-based
5 organizations when they are competing with us? Okay. It
6 doesn't make any sense. And if that is what, you know,
7 gets the kids enrolled, that is a real problem.

8 Again, the schools in the summertime -- you
9 know, we want to have a summer program with JTPA -- not
10 all the -- the information is not easily accessible
11 through the school district, because everything has shut
12 down for the summer. So, again, it is very difficult to
13 determine the economic eligibility of the kids.

14 Okay. So now you can get a letter. They have
15 kind of revised this. Okay. We can bypass the thing with
16 the schools. So now you need -- you could get by with a
17 letter from the Free Nutrition Act office. Terrific.
18 Great idea.

19 Okay. JTPA goes and asks for that. Ut-oh, we
20 can't give you that information. We have this Privacy
21 Act. Okay. So how can we get the kids, you know, deemed
22 eligible? So where is the collaboration that is supposed
23 to be between the Free Nutrition Act office and JTPA?

24 Okay. That means that the parents are going to
25 have to go to the Nutrition office to request that

1 information themselves. Okay. They go there; everybody
2 talks English. Many of the parents -- they have lived
3 here for a long time -- how can they communicate with the
4 Free Nutrition office if nobody there speaks Spanish, if
5 they only have the information in English?

6 Many of the parents have, you know, jobs that
7 are paid by the hour. That means that, if they take time
8 off to go there, they lose income that they can't afford.
9 So there is not a motivation for the parents to go through
10 all that process. So it is making it very difficult.
11 Many of the parents don't have transportation.

12 So I think that what we need is an easier
13 process to get the kids -- you know, to determine the
14 financial eligibility, whether it is verification from the
15 counselor by phone or only the form, but some other
16 system, because that has been a real nightmare to overcome
17 that barrier.

18 Now, if the students are not on the free lunch
19 program, then again we go back to the original system,
20 which is parents have to provide six months of proof of
21 income.

22 Many people are not sophisticated enough to
23 know that they have to keep all the check stubs and keep
24 all of that. They can't provide that. Many employers
25 don't want to collaborate. So that is putting control on

1 the eligibility on someone else.

2 We also have a case -- and I know that
3 nationally, you know, we are in a time where we are
4 beginning to do the immigrant bashing thing. So now it
5 is -- I am saying this statement knowing that I am at risk
6 that at some point, you know, that the federal regulations
7 are going to change, and right now there is beginning to
8 be a tremendous surge of discrimination and really hatred
9 against immigrants. So what I am saying is with risk.

10 But the fact is that we have children who are
11 US born, teenagers that could qualify for the JTPA
12 program, whose parents have been in this country working
13 without the proper documents, paying taxes because they
14 are doing it, you know, through maybe a false card.

15 But they are here contributing, providing,
16 remaining self-sufficient. They are not depending on
17 programs of assistance. They are working parents. But
18 they cannot present the proof of income because what
19 employer is going to give them a written proof of income
20 that the employers are violating the law?

21 But the employers love it, because oftentimes
22 they are even paying those parents less than minimum wage.
23 So, you know, it is a Catch-22. So we need to find some
24 system of qualifying -- the economic eligibility has to be
25 modified.

1 Another thing that is incredible to me -- and
2 maybe this happens in other areas, but it was kind of --
3 the first time that I heard it, I thought, Now, wait a
4 minute; I am not understanding this well enough, like I
5 don't understand a lot of things about JTPA.

6 But the fact is like I told you -- okay -- that
7 we do not get reimbursed until the students go through the
8 whole process. They go through the 30 days of doing this
9 gymnastics and the 30 days of doing this other gymnastics,
10 and then the other final phase of the program, and then
11 they get certified, and that is when we get our income.

12 So we have actually operated a program for a
13 period of time that can be three months without any
14 funding coming in.

15 But the thing that was happening is that the
16 entity that disburses the -- that administers the JTPA
17 funding, which is the city of Oklahoma City, also
18 implements a JTPA program.

19 Okay. So what happened initially is that our
20 case manager went through the process of selecting the
21 kids, motivating them, telling them how good this is going
22 to be, why it is good, doing the same thing with the
23 parents, explaining to the parents that this is going
24 to -- you know, all these benefits -- helping them go
25 through all of the different barriers that they have to go

1 to get certified, and once they get certified, the kids
2 get assigned to another program.

3 And we have done all this freebie work for the
4 city of Oklahoma City and not gotten a penny for it. So
5 needless to say, we say, Wait a minute; you know, that is
6 not fair, guys.

7 So they have modified that, and now we do get
8 some reimbursement for all of the processes that I
9 described. But where you really collect the money is at
10 the end of the completion of the program.

11 But if those kids are routed to the program
12 that the city is offering in competition with ours, it
13 makes it impossible for a community-based organization
14 like ours to reach, and yet, you know, we are the ones
15 that have the cultural expertise, because JTPA doesn't.
16 You know, we have the bicultural staff. They don't.

17 So -- but we are competing against a massive
18 entity like the city of Oklahoma City as a non-profit
19 community-based small agency, trying to reach and meet the
20 needs of our community, and we are working in opposition
21 with the people who give us the money.

22 So that is something that I don't understand.
23 If that is the way it is done in other places, and if
24 there is some reason for it, you know, I guess I am
25 limited in not being able to understand that.

1 I guess that is kind of all that I am going to
2 say about JTPA. I think I kind of have painted the
3 picture a little bit. And if you have any questions on
4 that before I talk a little bit about vo-tech education, I
5 will be glad to do that, or I can go on to say a little
6 bit more about the vo-tech education, however you want to
7 do that.

8 DR. MITCHELL: Why don't you go on? We will
9 have to sit on our questions until after you cover both
10 parts.

11 MS. FENNEL: Okay. On vo-tech education, the
12 reality is that many -- we are unfortunately leading the
13 nation now in the school dropout rate. The same thing is
14 happening to Oklahoma.

15 You see, in Oklahoma, one of the various
16 curious things was that, as I told you before, there is no
17 recognition of an emerging and large Hispanic community.
18 Well, but let me also share with you that up until July of
19 1990, there were no Hispanics born in Oklahoma.

20 Okay. Let me repeat that. Until July of 1990,
21 there were no Hispanics born in the state of Oklahoma.

22 Okay.

23 Now, we have done some advocacy work. We have
24 worked on that. We have pushed the right buttons. And
25 now we are registering Hispanic babies. So now, as of

1 July 1990, we do have Hispanics born in Oklahoma. But
2 guess what? We are now born Hispanic, but we die white.
3 Okay.

4 So we -- so the point that I am trying to say
5 is that, when it comes to the numbers game, you know,
6 there is no way of documenting what is the school dropout
7 rate, what are the issues, because the kids -- even the
8 school dropout rate is only counted up to -- from a
9 certain grade level.

10 We are beginning to lose our kids in the grade
11 schools, in the elementary schools. And not only that,
12 but we are beginning to get schools now that are
13 refusing -- against the law, they are refusing here to
14 admit -- to register Hispanic children from undocumented
15 parents or Hispanic children who are undocumented.

16 And I know that is -- I have been dealing with
17 the school superintendent in his office at the state
18 level, and the districts have been called to attention and
19 they are reversing that.

20 But those were just instances that we learn
21 about. And we know that in Oklahoma that is happening,
22 you know, everywhere -- if it is happening here, in
23 Oklahoma City, in Edmond, and in Moore, you know that it
24 is going to happen. That particular case did not happen
25 in Oklahoma City district. That happened in Edmond, and

1 that happened in Moore schools.

2 But what I am trying to say is that so many of
3 our kids -- our problem in here in the area of
4 education -- it is kind of like the Maslow scale of
5 values, you know. You -- the first thing you have to do
6 is feed the people.

7 I mean, whereas vo-tech is kind of like having
8 dessert, but we need the entry level first, because you
9 can't get -- you know, you can't get to vo-tech if you
10 have not even completed the sixth grade.

11 So our educational problem in Oklahoma -- when
12 I say our, I mean Hispanics -- is the fact that we have
13 such a difficult time with educational level in many
14 areas. There is a tremendous amount of inequities.

15 For instance, in the Oklahoma City public
16 schools, there is a little bit under -- and I did not
17 bring the exact figures, but it is under 900 students in
18 the Asian program and the kids who are in the bilingual
19 program. Okay. They have seven positions in their
20 office.

21 In the Hispanic program, in the ESL program, we
22 have 3000 kids. Now, that is just on the ESL program, you
23 know, comparable to the Asian program. We have 3000
24 students, with five positions. That is what I interpret
25 as being inequity. Okay. Because there is not sufficient

1 services, that is, you know, a way that we begin to lose
2 our kids to dropout.

3 We also have a big problem here with testing.
4 I don't know how many of you have been involved with the
5 whole area of testing, but the reality is that we are
6 having kids exempted from the Iowa tests simply for being
7 Hispanic.

8 Okay. Now, the idea is that, well, listen,
9 these kids, you know, if they don't know English -- if
10 they are not proficient in English, it is not fair to test
11 the kids, because they are not going to do well.

12 Well, let me tell you, if that is the excuse,
13 we have had -- oh, and the -- how can I say -- the legal
14 sanctioning of that process is that the parents are asked
15 to sign a letter saying that they give permission for the
16 children not to take the test.

17 Okay. Our parents don't always know best.
18 They don't understand the whole system. And so when the
19 parents sign the exemption, they are actually allowing the
20 district to fill the legal requirements and exempt the
21 kids legally.

22 But the reality is that those kids ought to be
23 tested. And so if we are using that language is the
24 reason for the kids not to be tested, why are the letters
25 being sent to parents of Hispanic kids who do not know a

1 word of Spanish -- if language is the reason for not
2 testing?

3 So what is happening here is that Hispanic
4 kids, because we are considered to be -- you know, not to
5 perform well -- we bring the scores down, and we want to
6 bring the test scores up -- that our kids get exempted.

7 And that, you know, is something that we are
8 really fighting. I think the district is maybe making
9 some progress in addressing that. But the reality is that
10 that happens.

11 And not only that that, you know, contributes
12 to our kids not being identified as kids -- if they don't
13 do well on the test, they need all of the remedial
14 programs to help them meet the needs and do well on the
15 tests -- but it also creates a tremendous problem with
16 self-esteem on the kids.

17 We have a program that is based in ten schools
18 where we work with at-risk Hispanic kids. And the kids --
19 you know, they will say, Well, Maestra, you know, we are
20 going to the zoo tomorrow. Heck, why are you going to the
21 zoo tomorrow? Well, because tomorrow is test day, and we
22 are not going to be taking the test.

23 Well, why are you not going to be taking the
24 test? Well, you know, Maestra, because we bring the test
25 scores down. That is horrible to do to kids, you know.

1 So when we are talking about vo-tech education,
2 you are talking about the frosting on the cake, but we
3 have to have a cake before we can frost it. And so, you
4 know, I am bringing this out because there is a tremendous
5 amount -- and I know that is not exactly where you are
6 focusing today, but that is where we need to look first.

7 Now, what happens is that, again, when we get
8 to the area of vo-tech, again, there is not enough
9 bilingual, bicultural staff in the vo-tech school
10 district -- in the system to really design the programs,
11 design the materials, design the outreach efforts, so that
12 it reaches our community.

13 So the utilization of vo-tech educational
14 system is very minimal with the Hispanic community. There
15 is no classes in Spanish. And sometimes there have been
16 efforts to have a class in Spanish, but the outreach
17 efforts have not been such that our community has
18 responded. So you can't have one without the other.

19 I think there is a sense of interest in
20 remediating that. In the agency, we are getting ready to
21 develop a multi-service center that is going to be
22 comprehensive with a variety of programs in there.

23 And we are going to be visiting with vo-tech to
24 invite them to be part of that concept and to have some
25 representation in there, because once you begin to create

1 those bridges, it is going to be easier for our community
2 to feel, That is a service that is for us, too, and this
3 is the way that I can communicate, and this is how I can
4 go about it.

5 So we are in the process of creating some
6 bridges there. But the reality is that it has been very
7 difficult for Hispanics to access the vo-tech education.

8 Now, if a student is enrolled in the public
9 school district, then they have a easier access to
10 vo-tech. Okay. And most of the time the kids are going
11 to know English, but the parents don't. So you need,
12 again, the bilingual staff to help them.

13 But the reality is that, if we have a person --
14 a young person that has dropped out of school or that is
15 beyond the public school age level, they cannot find
16 financial aid to enroll in vo-tech.

17 And, in Oklahoma, we can be proud that we have,
18 as I understand it, one of the best vo-tech systems in the
19 nation. But it is wonderful, but it is not reaching our
20 community.

21 And so I am interested in seeing all that
22 wonderful resource that we have in Oklahoma serve our
23 segment of the community. And I don't think that is
24 happening right now for a variety of reasons.

25 MR. JENKINS: Can you explain why that is not

1 happening, and what recommendation would you have to
2 remedy that?

3 MS. FENNEL: Number one, I think they
4 drastically need to increase the number of bilingual,
5 bicultural staff. To me, that is essential, because when
6 you have somebody -- and this is true for all of the other
7 ethnic minorities. You know, every community has its
8 idiosyncracies, the ways that people respond to.

9 If you don't have somebody within an
10 institution that can guide you -- Hey, the best way to
11 reach this community is by doing an event in such place at
12 such time. Do you know that there are two radio stations
13 in Spanish? Do you know that there is such papers in
14 Spanish? -- that they can communicate.

15 And, you know, if you have an institution that
16 puts a wonderful ad -- you know, free tuition, free
17 classes in Spanish -- and you put it in the Anglo
18 newspaper, it is not going to do it.

19 So you have to have more bilingual, bicultural
20 staff, not only in the teaching area itself, in the
21 teaching positions, but in administration, a person that
22 have some say that help design the programs.

23 And then you need to have front-line people
24 that, when you might have a student that wants to access
25 the vo-tech system, but the parents are not bilingual yet,

1 you know, they have some way of communicating. So that is
2 one of -- some of the reasons for that.

3 MR. JENKINS: Okay.

4 DR. MITCHELL: If you have difficulty in --
5 well, competing, in terms of with the system for JTPA
6 programs, is there a possibility of some sort of
7 cooperation? Is there a provision for subcontracting? Do
8 you know of any --

9 MS. FENNEL: Well, my -- you know, my -- as an
10 administrator, I deal with a lot of entities that give
11 funding, you know. Most of the time what occurs is that
12 entities that control the funding provide the services
13 through community-based organizations not in competition
14 with it.

15 They have been willing to collaborate with us.
16 We have had -- they have made some tremendous changes in
17 the last few months. I mean, for one, the fact that now
18 they can use the school lunch criteria is a big
19 modification.

20 But still one of the big problems that we
21 have -- again, because as a small agency, I have to be
22 careful how much risk I can run in hiring personnel when I
23 know I am not going to get reimbursement until so many
24 students get enrolled, because if for some reason I cannot
25 get the students, I have gone in the hole financially and

1 I am going to destroy my agency.

2 So as an administrator, that is very risky.

3 And I don't know if that is the way the programs are
4 established nationally.

5 DR. MITCHELL: Well, yes, I think there is a
6 problem with this particular program, because there are
7 many other aspects of federal programs and other programs
8 which the money comes when your program starts, and you
9 begin to spend the money as you use the program.

10 And that is fairly common in almost any kind of
11 a granting situation, where the check gets there and you
12 start spending it as you use it, rather than wait for the
13 end. And that is something I -- you know, that maybe
14 needs to be addressed as part of -- we are looking at
15 regulations that may prevent the --

16 MS. FENNELL: Right. And I know that is --

17 DR. MITCHELL: And this may be one of the
18 guidelines and may have nothing to do with --

19 MS. FENNELL: Yes, because we deal with funders
20 that have two different criterias, for instance -- I mean,
21 and three with JTPA, but -- one is that you incur
22 expenses, you present the receipts, and you get paid back
23 on it.

24 DR. MITCHELL: Cost reimbursement.

25 MS. FENNELL: Cost-reimbursement basis. We

1 have programs that give us a flat amount of money a month
2 to provide x amount of hours of service, and we have to
3 provide the documentation.

4 DR. MITCHELL: Right. Yes.

5 MS. FENNELL: But this one is a killer, because
6 you have to get the kids through the whole entire
7 program --

8 DR. MITCHELL: That is a serious problem.

9 MS. FENNELL: -- and that is a tremendous
10 barrier.

11 MR. GIAGO: May I ask a question?

12 DR. MITCHELL: Yes.

13 MR. GIAGO: You know, I am concerned about that
14 with all groups, but especially, say, the Latino community
15 versus the American Indian, because we deal -- because of
16 treaty rights from way back, we can go one-on-one with the
17 Department of Labor.

18 But in the Latino community, you have to deal
19 with the Oklahoma City government, for example, versus --
20 when the dollars come in, they come into the governor's
21 office, the state. He, again, by proposal from Oklahoma
22 City will give that city so much dollars. Within the
23 dollars that come into the government, the state, it is
24 based on Latino unemployment from the census. It is based
25 on census figures.

1 Now, what would you think about you -- the
2 Latino community that exists, in a bona fide manner with
3 your center -- going to the governor's office and saying,
4 We want our fair share?

5 I mean, we make up 2 percent of the population
6 in Oklahoma County. We want set-aside monies from you,
7 governor, to the Latino community. We then will begin to
8 serve our people. You don't send them to Oklahoma City.
9 You send them to us. We will take care of them.

10 Are you following what I am saying on that?

11 MS. FENNELL: Yes. I definitely -- but is
12 there a possibility -- is there flexibility within the
13 JTPA structure, though, that funds even for that to
14 happen, to bypass the city to get the funds directed from
15 the governor's office?

16 MR. GIAGO: Yes. Right. You will never know
17 until you make that move. Now, I have talked to the city.
18 When I first started, again, CETA, way back in the '70s,
19 the city of Oklahoma City, any American Indian that came
20 to them, they would send to me, because they would say,
21 There is an American Indian -- our CETA program up
22 there -- you go see Bob.

23 I had to differ with that with the city, to the
24 city council and the mayor, because I think -- and the
25 Latinos can still do this type of thing. What you are

1 bringing out is good, but I think there is another way, a
2 better way, to serve the Latino community. And this is
3 what you are saying. You can.

4 By doing what you are doing, by -- they have
5 got you over a barrel, in other words, by having you do
6 this first before you get this. You know, the cake and
7 the frosting bit.

8 But, again, I would say -- and I mentioned this
9 to others that the American Indian also makes up a portion
10 of Oklahoma City's federal funding that comes in. All
11 groups do. That is how they get their monies from the
12 state.

13 MS. FENNEL: You know -- and that is an
14 excellent suggestion. The one thing that really crunches
15 us as an ethnic community is the numbers game, because
16 like I told you -- I mean, so much of that is, you know,
17 well, who is Hispanic?

18 Who is Latino, anyway? You know, is it a
19 surname? Is it self-identify? Is it -- you know, so we
20 are counted as other. We are counted in all kinds of
21 different kinds of ways, and basically we are not counted
22 properly.

23 But when it comes to the numbers game, I mean,
24 we are using census figures here that are four years old,
25 that are, to begin with, a tremendous under-count. My

1 rule of thumb is that any census figure -- I feel very
2 comfortable saying that any census figure, I multiply by
3 two or three, and you have a more accurate picture.

4 But the reality is that also in four years in
5 Oklahoma, because of the emerging anti-immigrant sentiment
6 that is occurring in other states, what is happening is
7 that we are seeing daily coming to our office families
8 that are coming from other states to Oklahoma.

9 But where are those numbers reflected? You
10 know, we see the growth in the office. We see after the
11 earthquake that -- a couple of weeks after the earthquake,
12 we had about six families that moved to Oklahoma, and they
13 were looking for housing. I mean, that is just what we
14 see, and we are just a little agency. So you know that
15 that is happening.

16 We are having people coming from Texas. We are
17 having people coming from -- a lot of Puerto Ricans from
18 New York. We are having people coming from Chicago. So
19 that Oklahoma is still being seen as a place where maybe
20 things are not quite as miserable as they are somewhere
21 else, and they are coming here.

22 But it doesn't give us any help with numbers,
23 because how do I prove that? You know, how do I document
24 that? And that is something that is very difficult to --
25 because we are not getting our fair share even according

1 to the census figures, let alone to the undocumented
2 count.

3 MS. HELTON: That is what we are -- the trouble
4 we are having in Tulsa, because basically they say we only
5 have around 12,000 Hispanics. Well, that -- it is more
6 like 35,000. It really is.

7 MS. FENNEL: Exactly.

8 MS. HELTON: All you have to do is go certain
9 places that -- anywhere, the grocery stores, the
10 department stores, different places where they congregate.
11 You can see them there 24 hours a day coming through the
12 stores. Education-wise, what are you doing when they
13 refuse to certify those children as US citizens?

14 MS. FENNEL: When -- well, I got the call --
15 this only occurred about three weeks ago. I got a call --
16 and, see, our people -- what they are going to do is keep
17 the kids at home and not say anything.

18 That is exactly what is going to happen. You
19 are going to have a whole generation of kids without an
20 education. They are going to stay at home.

21 But I got the call, and it was at the Moore
22 school district. I called a gentleman in Moore, and I
23 said, I have been told that, you know, this is happening.
24 And he said, Well, he said, We are not going to break the
25 law, and these people are breaking the law.

1 And I said, Listen, it is none of the
2 district's business what the immigration status is. You
3 are violating the law. You have already done something
4 wrong. You are violating the law.

5 So immediately I called Ms. Garrett's
6 [phonetic] office and related that that was the case, and,
7 of course, immediately, they called the Moore district.
8 And they have reversed that. And now that particular
9 family was allowed to enroll.

10 But the same thing is happening in Edmond. I
11 got a call about --

12 MS. HELTON: Well, to begin with, they can't be
13 immigration officials.

14 MS. FENNEL: Pardon me?

15 MS. HELTON: To begin with, the school, the
16 police cannot be immigration officials. It is not
17 their --

18 MS. FENNEL: No. But it is the fear --

19 MS. HELTON: You are right. But they do --

20 MS. FENNEL: -- that is being instilled,
21 because in Moore not only that they would not register the
22 kids, but they told the mother that, if she insisted, they
23 would report her to immigration. So we are dealing, you
24 know, with a tremendous problem.

25 MS. HELTON: With a fear element.

1 MR. GIAGO: Do you think, Ms. Fennell, that,
2 again, the Latino community would be better off if they
3 had set-aside monies, say, in JTPA, strictly and directly
4 between the Latino community and the governor's office of
5 the state by proposal?

6 MS. FENNEL: I definitely think that it
7 could -- it would be better, because there would be
8 programs like in Tulsa that we would be able to do it
9 directly.

10 MS. HELTON: Yes. Right.

11 MS. FENNEL: You know, it would eliminate so
12 many of the steps in the bureaucracy.

13 Now, I have to tell you, just to be fair, that
14 in the city, because they have recognized that they have
15 not served Hispanics, they have brought about some
16 changes, including one of the staff members, and of course
17 that is going to -- it is more of an individual kind of
18 thing.

19 She has come to our office to do some of the
20 application process in our office to eliminate some of the
21 fear barriers, the transportation barriers. So they have
22 been trying.

23 And I myself have not been able to understand
24 the limitations of the program and separate what are the
25 federal barriers and what are the local barriers, because

1 I think that there is barriers at both levels, you know.
2 But what we are told is that, you know, those are the
3 regs. Well, whose regs are they that they cannot change?

4 So if we can get the funding, you know, if we
5 are able to do that directly bypassing, fulfilling just
6 what are the federal regs, and being able to deal directly
7 with that and to begin to know exactly, you know, where to
8 bring up the issues, if it is the -- you know, if the
9 federal regs are what are blocking, then we come and
10 report specifically.

11 But right now there is not even enough clarity
12 to really know what is local and what is federal mandates.
13 So it would be a tremendous help if we could do that.

14 MR. GIAGO: If you dealt one-on-one with the
15 state.

16 MS. FENNEL: Yes.

17 MR. GIAGO: Do you know that there is also a
18 migrant workers group, I think, [Spanish].

19 MS. FENNEL: Yes.

20 MR. GIAGO: Okay.

21 MS. FENNEL: Right. And I know that they have
22 their own parameters and their own limitations, you know.
23 And as a matter of fact, we had a job fair last month, and
24 Oro was one of the entities that was there, because, you
25 know, it makes sense. We work in partnership in most of

1 our programs.

2 But the things is the barriers that I have
3 described that makes it almost impossible for Hispanics to
4 be served -- Latinos -- you know, in many of these
5 programs.

6 MS. HELTON: Do you know, Ms. Fennell, whether
7 they have any recruiters at the vo-tech level that are
8 Hispanic, that go out and recruit Hispanics?

9 MS. FENNELL: If there are, I have not met
10 them. I have -- I believe, it might be the only - - -
11 administrator in the vo-tech system -- serves on our board
12 of directors. But I do not know of any front-line
13 recruiters that are Hispanics.

14 If there are, they have not made contact with
15 us, and we are the only Hispanic agency. So, again, it
16 would say something to me, if they do have any such
17 person, that something would be going wrong with the
18 outreach that they don't go through our office.

19 MS. HELTON: Well, I just wondered if -- well,
20 what I was wanting also to know is, do you know whether
21 the vo-tech has made any effort to recruit even in the
22 regular public schools -- to recruit the Hispanic student
23 for entrance into the vo-tech program?

24 MS. FENNELL: No. I cannot tell you they have
25 made a direct access with the school -- with the public

1 schools. I do not know if they have done that.

2 MS. HELTON: The counselors or anyone has --
3 they have not worked?

4 MS. FENNEL: I -- you know, but, again, when
5 you look at it, the school district have a single Hispanic
6 or bilingual counselor. So --

7 MS. HELTON: They don't even make an effort to
8 send any kind of a notice bilingually in Spanish to the
9 parents that you know of?

10 MS. FENNEL: You mean through the vo-tech or
11 are you talking about through the school --

12 MS. HELTON: Either vo-tech or the public
13 school system, both, in order to get more of the students.

14 MS. FENNEL: I think that there is an emerging
15 sense of awareness that there might -- just might be
16 Hispanics in Oklahoma. And we had a lady from the public
17 school district that is starting a vo-tech program this
18 summer, and she came to one of our staff meetings to meet
19 with us and trying to reach out. Beyond that, I do not
20 know what other efforts have been made on that.

21 MS. HELTON: Any one that is existing? Okay.

22 MS. FENNEL: Yes. You know, and some of the
23 materials -- I think that, see, just sending materials in
24 Spanish, or just sending literature, it is really not the
25 same thing.

1 You have got to -- when I talk about cultural
2 competence -- is to be able to understand the
3 idiosyncracies in a community and to know how to
4 communicate with the people in a way that people can
5 understand.

6 Very quickly let me tell you an example of what
7 I am talking about by creating bridges. Campfire Boys and
8 Girls, you know, they have been wanting to serve Hispanics
9 for many years, very unsuccessfully.

10 They put a school program, and it was great;
11 the kids responded. But anytime that the Campfire wanted
12 to include Hispanic kids in an overnight camping program
13 or even in a day program and take the kids away, the
14 parents would immediately say, No. You know, they would
15 not let the kids go.

16 So they came to us and they said, Would you
17 help us create a bridge? I said, Yes, but you have to be
18 flexible. And, you know, you can't say, The regs say.
19 You know, you can't be rigid. I said, If you are willing
20 to be flexible, we will work with you.

21 I said, Let me ask you something -- and let me
22 ask you the same thing -- if somebody came to you and
23 said, We have this tremendous program for your kids, and I
24 want you to send, Mr. Mitchell, your children. I want you
25 to let me have your kids to go to an overnight to the

1 fogata feliz.

2 How eager would you be to send your kids, you
3 know, to something that you haven't heard about, that you
4 have no idea what it is? You can't relate to. You get
5 all these materials that tell you how great this is, but
6 you haven't experienced it.

7 So what we said is, Okay, we are going to help
8 you design something entirely different. We are going to
9 take families camping overnight at Campfire. Okay. It
10 blew everybody's mind. We had babies from two months old
11 to a grandma in her late 70s, and everything in between,
12 and we went overnight.

13 And the parents were going, Gee, this is
14 terrific, you know, because they could see the safety of
15 the program, how it was worked, that it was a good thing.
16 How come we haven't known about this before? How come
17 somebody hasn't told us about it before?

18 Sending materials doesn't always do it, you
19 know. That is what I am talking about understanding
20 something. Now that the parents have been there, they
21 know what the program is; they have experienced it.

22 Now they are allowing the kids to go camping,
23 and the word spreads. That is what I am talking about
24 cultural competence.

25 With vo-tech, one of the things that we did

1 try, and we do periodically during the year, is that we
2 have a Hispanic Metro Tech night. What we have done with
3 that is invite Hispanic families to go to a Metro Tech
4 night.

5 And we have refreshments there. And we let the
6 moms go through whatever programs they choose, which
7 should be, you know, the traditional kinds of things like
8 the sewing and the cosmetology area and all that and the
9 nursing. And we might let the dads and the boys go into
10 the car repair and the carpentry shop and everything.

11 And it is amazing how very little people know
12 about Metro Tech and about vo-tech. It is a wonderful
13 resource. But our community -- and I have to also tell
14 you that we are a difficult community to reach. I mean,
15 that is just an idiosyncrasy that we have on our side.

16 That is why it is so important to have programs
17 that know how to reach the community. And just going on
18 the traditional things of publicizing something in the
19 newspaper or sending a flyer is not going to do it. You
20 have got to do the kinds of things that allow people to
21 understand that.

22 DR. MITCHELL: A couple more questions.

23 MS. HELTON: Well, you know, since you have
24 done this -- I want to finish with this -- I think it is
25 something that you have started, and I am glad to see it

1 happen.

2 And it is something that should be spread
3 state-wide to the rest of the vo-tech community so that
4 they can implement it wherever they have any kind of a
5 nucleus of Hispanics in the area.

6 MS. FENNELL: See -- but, again, a lot of the
7 stuff that we do, again, we do it without funding. You
8 know, there is not a source of funding to help us, a
9 program like a community-based organization like ours,
10 create the bridges for them, because we could.

11 Let me tell you, we have the capacity. We have
12 the knowledge and the expertise to design something that
13 might sound really way out, but it is what is needed to
14 bring more Hispanics into the system.

15 MR. GIAGO: It is true.

16 MS. FENNELL: But there is no funding to do
17 that. And we are a small agency; we don't have the
18 resources to do it. But that is what is needed.

19 MS. HELTON: Have you tried going to the
20 private funding?

21 MS. FENNELL: Do what?

22 MS. HELTON: Have you tried going through the
23 private industry, private funding?

24 MS. FENNELL: Oh, we do it all the time to
25 survive. We couldn't do it -- we operate on a \$24,000 a

1 year deficit. So that is where we get that funding for
2 operating from.

3 MS. HELTON: Okay.

4 MS. FENNELL: Again, like I said, in this
5 development of this multi-service center we hope to have
6 involvement of Metro Tech, because that will begin to chip
7 at the barriers that exist. And the one thing that is
8 very effective in our community is the grapevine.

9 You know, once we can have several kids that
10 have gone through the program, or several families that
11 have gone through that, have experienced that, that is
12 going to spread. So --

13 DR. MITCHELL: Thank you very much.

14 MS. FENNELL: Okay.

15 DR. MITCHELL: I think -- I don't want to let
16 you go without one last statement, and I think -- and I
17 don't know why Ms. Helton let this get by -- but she gave
18 a good case for a Hispanic council -- which she has been
19 talking about for a long time.

20 MS. HELTON: I know. All right.

21 DR. MITCHELL: Okay. Thank you very much.

22 MS. FENNELL: Okay. Thanks.

23 DR. MITCHELL: We are quite a ways from
24 schedule, as usual. We started late.

25

1 Is Virgil Franklin -- Mr. Franklin? Oh, I am
2 sorry. Yes. He is coming.

3 (Pause.)

4 DR. MITCHELL: Can I declare a five-minute
5 recess?

6 (Whereupon, a short recess was taken.)

7 DR. MITCHELL: Okay. Mr. Franklin, you ready?

8 MR. FRANKLIN: Uh-huh.

9 DR. MITCHELL: Okay. Next is Mr. Virgil
10 Franklin, who is a JTPA director for the Cheyenne and
11 Arapaho tribes in Concho [phonetic], Oklahoma, and at
12 least for what -- about ten years.

13 Mr. Franklin, thank you for coming.

14 MR. FRANKLIN: Yes. I appreciate it. And I
15 prepared a statement here. I guess they have given us
16 three minutes. Right?

17 DR. MITCHELL: You can take a little bit longer
18 than that.

19 MR. FRANKLIN: Honorable members of the
20 advisory committee, ladies and gentlemen, good morning. I
21 am Virgil Franklin, director of the JTPA program in the
22 Cheyenne and Arapaho tribes of Oklahoma, a position I have
23 held for ten years.

24 I have been affiliated with the Cheyenne and
25 Arapaho tribal government in some capacity for the past 30

1 years. Incidental to this, I am also a southern Arapaho
2 chief.

3 I am providing this information about myself
4 because of the direction I chose for this presentation to
5 the advisory committee. My background and the positions I
6 hold and have held over the years enable me to speak with
7 some degree of insight into the problems which are here
8 being referred to as discrimination. Where I come from,
9 it is still perceived as racism.

10 Here in Oklahoma, American Indians are the
11 largest minority racial group, constituting 8 percent of
12 the total population. Why, then, we do not have 8 percent
13 of the elected representatives in the State Oklahoma
14 Legislature? Why do we not have 8 percent in the
15 professional fields? Why do we not have 8 percent of the
16 college graduates?

17 Why are the unemployment rates for tribal
18 groups in the 30 percent to 60 percent range? The
19 unemployment rate for the Cheyenne and Arapaho tribes is
20 62 percent.

21 It is my belief that the dominant society label
22 of second class citizens that was applied to the Native
23 Americans way back in historical times have remained
24 intact, not only in the eyes of white society, but far
25 worse, in our own eyes.

1 Recently within the past five or six years, the
2 media has began to take a different approach with respect
3 to depicting the American-Indian. The recent trend has
4 been to tell the Indians' perspective and to get a truer
5 indication of how the Indians lived pre-20th century.
6 However, the many decays of being portrayed as savage and
7 heathenish has imprinted in people's minds, not to be
8 easily erased.

9 Most of these Indian tribes practice some form
10 of government within their tribes. Government was
11 departmentalized by chiefs, headsmen, and clan leaders.

12 We were not heathens. The Great Spirit was
13 spoken to daily, and thanks were given to him for all the
14 rich blessings that he bestowed. The Indians respected
15 all living things and recognized their usefulness and the
16 right of all living things to co-exist.

17 In the town where I reside, El Reno, which is
18 also the seat of the tribal government, we are not
19 considered a part of the community. From federal program
20 dollars, income off our trust resources, we contribute
21 approximately \$6 million annually to the local economy.

22 Yet the city government, the chamber of
23 commerce -- planning meetings or in other -- or -- and the
24 citizens ignore us. We are not asked to participate in
25 any of their major planning meetings or any of their

1 surveys.

2 For example, when they collected signatures and
3 data on a need for foreign-exchange rate for El Reno, the
4 tribes were not contacted, although we are major users of
5 telephone service.

6 In the face of continued racism, whether it is
7 subtle or blatant, it is unfair to expect students and
8 adults to excel. It is not an exaggeration to say that
9 each day we experience some form of racism. For this
10 reason, it is not difficult to understand why the majority
11 of our people want to stay close to the reservation area,
12 to work reservation's lands, if possible.

13 We have assisted young adults with training and
14 job search, only to see many of them fail and return to
15 the historic area, sometimes to try again, sometimes not.
16 Seeing this occur year after year, I know in my heart that
17 it is not a failure of the program or even failure of the
18 federal laws on equal protection. It is the failure of
19 the society to appreciate and respect the differences
20 among all the people of this good earth.

21 Racism is more than a violation of human
22 rights. It is a violation of a person's character and
23 soul. Despite all this, I believe the Commission on Civil
24 Rights is doing all that it can.

25 Racism is an intangible quality. The ax of

1 racism can be curtailed, hopefully eliminated through laws
2 and policies and the monitoring of these laws and
3 policies.

4 We should not be accused of stamping out the
5 little fires while the bigger blaze consumes us, because
6 the fires of hatred and racism burn within the individual
7 and are out of control.

8 I would like to take this opportunity to thank
9 the organizers for providing me this time and to encourage
10 the committee and participants in all your efforts
11 regarding civil rights.

12 DR. MITCHELL: Thank you very much. What are
13 some of the really real barriers in employment? You gave
14 some numbers. You said the employment rate for the
15 Cheyenne and Arapaho was around 60 percent. Does that
16 mean that unemployment is close to 40 percent? Is that --
17 that is pretty high.

18 MR. FRANKLIN: Sixty-two percent.

19 DR. MITCHELL: Sixty-two percent. That is
20 pretty low employment as a whole, in terms of nation and
21 other areas.

22 MR. FRANKLIN: Well, in our eight-county area,
23 you know --

24 DR. MITCHELL: Eight-county.

25 MR. FRANKLIN: -- such as OJT. And we cannot

1 get people to hire our people, although we are willing to
2 give them half of their salary. But they just won't hire
3 them.

4 DR. MITCHELL: Is this the local industries --
5 the state agencies or the local industries?

6 MR. FRANKLIN: There is hardly any.

7 DR. MITCHELL: Anyplace.

8 MR. FRANKLIN: But the state agencies, I think
9 we had one Indian on DHS, and that was -- he is gone now.
10 In our area, they just won't hire Indians, although we
11 have people with college education, master's degrees,
12 whatnot.

13 DR. MITCHELL: What is the -- what is your
14 relationship with the vo-tech schools, in terms of
15 training?

16 MR. FRANKLIN: We have a good relationship,
17 because they need our money just as well as anybody else.

18 DR. MITCHELL: That is the relationship?

19 MR. FRANKLIN: That is it.

20 DR. MITCHELL: No need to say any more.

21 MR. GIAGO: Virgil, you know, I worked out in
22 the Cheyenne-Arapaho country for years as the
23 administrator of your Indian hospital. I know I am not a
24 tribe from Oklahoma. I am a Lakota; as the non-Indian
25 knows us, I am a Sioux, from the north.

1 But I have been in Oklahoma for years. I grew
2 up here, you might say. And racism, of course, despite
3 the civil rights laws that we have got, has always been
4 alive and well. Everybody knows that. But we knew it
5 more so out in that area.

6 I can give you an example and the people an
7 example of me going down when I was living in Weatherford,
8 which I drove to Clinton -- but I talked to the business
9 people. I can talk with anybody. You know, not all of us
10 are like that. I can talk with anybody I want, you know,
11 and feel free doing so.

12 But the businessmen in Weatherford, for
13 example -- I think this is where the last cross was
14 burned, in Weatherford, in this state. The businessmen
15 will ask me, after I am talking with them -- you know,
16 visiting with them, talking -- what tribe are you, you
17 know?

18 And I used to tell them, Well, I am a Sioux
19 from South Dakota. And they would come back and say, We
20 didn't think you were one of those Indians from around
21 here, which would be the Cheyenne and Arapaho. After that
22 I immediately became a Cheyenne and Arapaho, as I talked
23 with them.

24 So I know what you are saying. And that hasn't
25 stopped across this state. Now, as I would have to term

1 and make a statement -- and I hope this can be for the
2 record -- that Oklahoma is 20 years behind different
3 portions of this nation, both in justice and equality for
4 their people that live here.

5 Now, the American Indian that lives in
6 Oklahoma, again, is like Pine Ridge, South Dakota, where I
7 am from, the home of the Oglala, the Lakota. All the
8 small communities surrounding us are very, very racist,
9 you know.

10 It is like Oklahoma is saturated with American
11 Indians of different nations, 30-some-odd different -- -- --
12 nations within this state, with different languages. So I
13 know, and you know, and you have heard me talk to the
14 federal people about these types of things.

15 I think what is not part of your statement, you
16 know, is that the frontier mentality here in Oklahoma is
17 alive and well along with that racism in the bureaucracy
18 and in the justice system. It is here.

19 You know, so we do have -- and you would agree,
20 I am sure, or would you -- that we have a hard row to hoe
21 here in this state.

22 MR. FRANKLIN: Uh-huh.

23 MR. GIAGO: But I think, with that in mind,
24 knowing all of this, what would your recommendations be to
25 this commission in the way of how can we better serve the

1 Cheyenne and Arapaho people in the western districts?

2 MR. FRANKLIN: Well, one of the things is
3 money, you know. And just like now I have 250 summer
4 youth applications, and I can only place 65. That is all
5 I have. I wish I could reach all of them, you know, and
6 put them to work, give them something to do, because there
7 is plenty of it out there.

8 And then in my classroom training, I have got
9 applications just filled up there, just like hunting jobs,
10 you know. And --

11 MR. GIAGO: Can you send them down to the El
12 Reno local JTPA?

13 MR. FRANKLIN: Oh, yes. They went everywhere.
14 And they got a little extra money; I don't know why they
15 won't hire them. And they don't get a very good break on
16 anything, you know. And they like to be on my program;
17 they would rather come to my program.

18 And we have had some success in classroom
19 training. We have had -- we were able to get jobs for
20 some people, for the young and those that are willing to
21 work.

22 And in our eight-county area, there is no
23 industry. So you can understand the dilemma that we are
24 in, where the businesses -- the people hire their own.

25 DR. MITCHELL: What about county government?

1 Can you get them in the county government? The reason I
2 asked that question is because my wife does -- she is the
3 county commissioner, and she opens up to a lot of JTPA
4 students in the county, and got the other commissions to
5 hire them, too. Well, that is a big area that could have
6 hired for the summer.

7 MR. FRANKLIN: But we can't get nobody in
8 there. They know somebody -- my cousin, my -- and they
9 all get the jobs, you know. And there is no Indians on
10 there, or -- you very seldom see blacks.

11 MR. JENKINS: And you attributed that to
12 discrimination?

13 MR. FRANKLIN: Racism.

14 MR. JENKINS: Okay.

15 MR. FRANKLIN: Discrimination, whatever.

16 MR. JENKINS: Not only in the public sector
17 jobs, but also in private industry --

18 MR. FRANKLIN: Sure.

19 MR. JENKINS: -- you attribute it to racism.

20 MR. FRANKLIN: Exactly.

21 MR. TOURE: Mr. Chairman, may I ask a question?

22 DR. MITCHELL: Yes.

23 MR. TOURE: And I am sorry, Mr. Franklin; I
24 probably missed it when you were asked what the employment
25 rate or unemployment rate for Cheyenne and Arapaho is

1 right now.

2 MR. FRANKLIN: Sixty-two percent.

3 MR. TOURE: Is that employment?

4 MR. FRANKLIN: Employment.

5 MR. TOURE: Okay. So 38 percent unemployed?

6 MR. FRANKLIN: Uh-huh.

7 DR. MITCHELL: That is pretty high.

8 MR. TOURE: Okay. Now, in terms of the
9 employment -- unemployed, I would like to know, if you
10 could help me, the relative skill level of the unemployed;
11 in other words, if they were involved or if they have
12 received job training that would be accessible through the
13 vo-tech -- vocational technical schools in this state?

14 MR. FRANKLIN: We had the CETA program, to
15 begin with. And going for six months at a time, they laid
16 them off. You can just work for six months, and that was
17 it.

18 Okay. We talked about it and we talked about
19 it, and Bob was in on it. We said, We need certificates
20 for this for these children. That is what we need. I got
21 up on the council floor, and I asked the people to back me
22 up.

23 And this JTPA came in, and they had classroom
24 training in there and certificates. And we had to have
25 standards and everything like that, but we -- it was a

1 blessing to us, you know, that classroom training.

2 We could support the schools, and then at the
3 same time they got a diploma out of it. And we have some
4 real intelligent kids. You know, they excel in a lot of
5 their classroom work and in the public schools and
6 everywhere. But when it comes to working and jobs, they
7 just can't seem to get them.

8 MR. TOURE: Well, I guess I am trying to figure
9 out this chicken and egg concept of which comes first. Is
10 it the lack of job training and skills, or is it the lack
11 of positions after the job training and skills have been
12 acquired?

13 MR. FRANKLIN: Right now we have -- people are
14 graduating every day, you know, just graduating each year,
15 and they have nothing. And, of course, with this training
16 money that we have is a blessing to us, but if we had
17 more, then we would get them off the streets, you know,
18 because there is a lot of them on the streets right now.

19 MR. JENKINS: The end to that -- if you had the
20 training program to get them off the street, the end
21 product is getting them full-time employment. But you are
22 saying the barrier -- the main barrier -- one has been
23 discrimination, that once you are trained or go through
24 the system, you can't get jobs because of racism.

25 MR. FRANKLIN: Yes.

1 MR. JENKINS: Now, in following that, have you
2 all or have members of your staff counseled persons to
3 file complaints of discrimination with the Oklahoma
4 Commission?

5 MR. FRANKLIN: We have it there.

6 MR. JENKINS: What has happened?

7 MR. FRANKLIN: They don't file it.

8 MR. JENKINS: I am sorry?

9 MR. FRANKLIN: They won't file it. They say,
10 Oh, what the heck. I can't get a job. I have been over
11 there three or four times. They won't hire me. What good
12 is it going to do me to file something?

13 MR. JENKINS: Okay.

14 MR. FRANKLIN: I mean, that is just their
15 attitude. And, you know, they get put down so many times
16 that they just quit.

17 DR. MITCHELL: Can we -- is it possible for you
18 to -- we have got 30 days from today to get things into
19 the record here. Is it possible for you to get us at
20 least some numbers of people that are trained, that have
21 skills, but are unemployed?

22 If we can get some numbers on that in your
23 area, that would be very helpful, if it is possible. We
24 don't need to know individuals, but some idea of the
25 number of people that have gone through training that are

1 still fairly much unemployed. I think that would be
2 helpful to us.

3 MR. FRANKLIN: Yes.

4 DR. MITCHELL: And I want to come back to Toure
5 here.

6 MR. TOURE: Yes. I wanted to ask one question,
7 Mr. Franklin. One of the problems that I see, in terms of
8 high tech industries, is that perhaps they generally -- or
9 don't generally locate in rural areas.

10 And if the vocational programs are more geared
11 toward high tech jobs, then those jobs are not going to be
12 in certain areas. They are going to be in Oklahoma City
13 or they are going to be in Tulsa and places like that.

14 Do you see that as a problem?

15 MR. FRANKLIN: That is correct. No, I don't
16 see that as a problem. I think that is good, because they
17 get out of there. You know, once they get trained, they
18 leave. You know, and wherever their job takes them, they
19 will go.

20 In fact, we just -- we don't have enough money
21 to train them. And there is a lot of them there. And
22 then there is some that come out of college that can't
23 find jobs.

24 MR. TOURE: Well, I guess what I am asking --
25 is it they can't find jobs in their home communities, or

1 they can't find jobs anywhere in this state, I guess is
2 what I am asking.

3 MR. FRANKLIN: And, yes, just like Bob
4 explained it a while ago: ~~That is just the way it is.~~

5 MR. JENKINS: Jobs are just difficult
6 throughout the state.

7 MR. FRANKLIN: Yes.

8 MR. JENKINS: And you compound that with the
9 discrimination within the system, and you are at a loss.

10 MR. FRANKLIN: There you go. You said just the
11 right words.

12 MR. JENKINS: Okay. Now, in the area that you
13 represent, the eight-county area, are there industries
14 relocating there? It is just -- okay.

15 MR. FRANKLIN: Nothing out there. He has been
16 out there I don't know how many years, and he knows.

17 MR. GIAGO: I think the only thing that --
18 again, this is for the commission's information. I know
19 and I think most of the commission members are not
20 educated along the ways of our people. And these things
21 have to be said some way or somehow.

22 Now, the only way, as I see it, you know, with
23 the Cheyenne and Arapaho is their casino -- the gambling
24 monies that can come through, as they say. Of course, you
25 will have trouble with the government, state, again, in

1 getting class three gaming, but that is beside the point.
2 You don't even need that.

3 But there again, there is jobs for your own
4 people here. But here again, you have got the state
5 legislators and so forth against that, because of taxes.
6 Anytime you have your smoke shops and taxes, you are
7 hurting the non-Indian, or as we would say, the Caucasian,
8 or as I would say, the white man.

9 Anytime you tap him in the pocketbook, you have
10 got a fight on your hands, you know. And this is a hard
11 fact the way it is. In Oklahoma, it is that way. All
12 around here where they are saying, You are taking our tax
13 dollars. That is our tax -- the taxpayers.

14 I am a taxpayer. I would like my money to go
15 that way, you know. And that is the hard fact, too, but
16 we are a minority.

17 MR. FRANKLIN: Well, I -- that was an industry
18 type thing that came in, you know. We put up our bingo
19 hall. And -- but you are getting 20 hours and 25 hours a
20 week, you know. So would you call that a job, you know?

21 MR. GIAGO: It is part-time.

22 MR. FRANKLIN: And that is all they make. And
23 they just barely survive, you know. They are barely
24 surviving now, but they just barely survive on that.

25 MR. GIAGO: That is not even enough, either.

1 MR. FRANKLIN: But that is -- I mean, that is
2 the time frame, you know, that they got set up. Of
3 course, everybody has got to make their money, you know,
4 and make sure that they pay their bills.

5 But in our area, that is just the way it is,
6 you know. And there is no -- there is -- job markets are
7 beginning to fall, you know. We don't have a job market
8 now. It is almost nil. So I don't know where we are
9 going to go from here.

10 DR. MITCHELL: I think there are a number of
11 things that you brought to us that we can follow up on
12 particularly with your testimony, because -- well, some
13 data and some other things that we will probably want to
14 get within the next 30 days from you.

15 MR. FRANKLIN: If there is anything in
16 particular, such as the trained people and everything that
17 is not working, I can get that.

18 DR. MITCHELL: Right. We would really like to
19 have that very much.

20 MR. FRANKLIN: Yes.

21 DR. MITCHELL: My stomach tells me it is
22 lunchtime. But we have Mr. Nguyen -- is with us.

23 Thank you for -- Mr. Franklin, for your
24 patience in coming with us, and we appreciate your
25 testimony very much.

1 MR. FRANKLIN: Thank you all very much.

2 (Pause.)

3 MR. NGUYEN: Mr. Chairman, my name is Cu
4 Nguyen. Just for the record, I would like to correct my
5 title here a little bit. I am the co-founder, not the
6 founder, of the Asia Society.

7 DR. MITCHELL: Co-founder.

8 MR. NGUYEN: Yes. And there is many founders.
9 And, also, the Asia, without n -- not Asian -- Society.
10 So this is a small correction.

11 DR. MITCHELL: It is an Asia Society.

12 MR. NGUYEN: Right.

13 DR. MITCHELL: Okay. All right. Yes. Thank
14 you.

15 MR. NGUYEN: And thanks again for the
16 opportunity to appear before you to discuss with you
17 several issues about Asian American in Oklahoma.
18 Particular, Mr. Hernandez discussed with me about the
19 issue of vo-tech school system in Oklahoma. So I am going
20 to focus on that.

21 But before doing that, I like to give some
22 background about the Asian community in Oklahoma, so you
23 have broader view about our community.

24 Since the collapse of Vietnam in 1975, there
25 was great influx of immigrants coming to Oklahoma from

1 Vietnam. And in 1975, most of them came from very upper
2 part of society. So it is very easy for them to adapt new
3 culture in this country. And like they are doctor and
4 attorney and engineer. So there wasn't a big problem for
5 them.

6 But recently I think there is a program to help
7 the former officer who serve alongside with US American
8 soldier in Vietnam. And most of them about like 40 years
9 old to 60 years old frame, and they try to bring them over
10 here through the program called HO -- abbreviation HO. I
11 don't know what that mean.

12 But most of them -- about 90 percent of them
13 are political prisoner. And although they have some high
14 school diploma in Vietnam, but they have very difficulty
15 trying to adapt this society -- very difficulty.

16 Their children about age of 20, 25. So it is
17 very difficult for youngster trying to learn new language
18 and custom. So it is a different group of people, totally
19 different.

20 That is one -- those two extreme. The group
21 right in the middle of them -- I don't know if you
22 remember -- they call boat people. And those different.
23 And they succeed so well, because they determine to come
24 to this country and to live, and view this society is
25 their second chance. So they excel very, very well in

1 that circumstances. They determined to do that.

2 The group -- the recent group, like I mentioned
3 to you earlier, they do have great difficulties trying to
4 adapt. A recent statistic show that 50 percent of refugee-
5 immigrant who came here, they are on welfare.

6 MR. TOURE: How much? I am sorry.

7 MR. NGUYEN: Fifty percent.

8 MR. TOURE: Fifty percent.

9 MR. NGUYEN: And they come from Laos, Cambodia,
10 and most of them come from Vietnam through the program
11 that I mentioned before. Most of them are political
12 prisoner. So as for -- this is the background.

13 For the purpose of vo-tech school system, I
14 believe that -- look at the statistic, and I like to turn
15 this one in for the record, if you -- if I might. And
16 this only my copy, so if anybody can give me back, I
17 appreciate that.

18 For the Oklahoma vo-tech school education
19 system, they have about 443 employees, and only have about
20 two people on the staff from 443, so it is about like .46
21 percent.

22 The -- this is very important, because, in our
23 culture, we believe that it is -- that is why most of
24 Asian American value education so much. It is a
25 foundation that we only need strong foundation, and then

1 we can go from there. We don't rely on something else
2 beyond the foundation of education.

3 And for the vo-tech school, if you look at the
4 number, and it doesn't reflect the population, the region,
5 because -- we don't believe in quota. Let's make the
6 record straight. We believe in equity and fairness.

7 The reason why the vo-tech is so important,
8 because we want to get some training, so they can get some
9 technical skill. They can open the restaurant. They can
10 open the garage. And then they can hire youngster work
11 for them.

12 So you have -- you don't have -- if they are
13 successful, then you don't have to have JTPA program. You
14 don't have anything else.

15 So the key important thing is we need to have
16 some bilingual teacher can teach them how to operate
17 business, how to write the business plan, how to get the
18 bank to loan the money, and how to train them the
19 technical skill how to repair cars and air conditioning
20 and computer. So they can go out and open the business.

21 If you get a chance to visit Northwest 23rd and
22 Classen, you are going to see that that is a community
23 that we are very proud of. Most of them came from Vietnam
24 in 1975 and adapt so quickly.

25 And so that is the key that all we need to do

1 is maybe four or five position -- teaching position at
2 vo-tech, bilingual instructor, so they can learn quickly.
3 They can go out and open their business. And then we
4 don't have to rely on anything.

5 All we need is the foundation. And right now
6 we don't have that foundation, because they don't have
7 language skill to go to vo-tech school and listen to the
8 English instructor. And that is difficult for them.

9 But if we have a bilingual teacher, then really
10 eliminate a lot of problem. And I think it is a very
11 minimal investment, and it is achievable. And so that is
12 my conclusion.

13 I know that you all want to have lunch, and it
14 is late now. So -- but the final note is all we need to
15 do right now is to have some foundation, so we can use
16 that foundation and to build our business.

17 We build -- most of Asian American very
18 entrepreneur. They go and they build -- it difficult for
19 them to find a job. So they say, Heck with it. I am
20 going out and open my own business.

21 So -- but they have to have the skill in order
22 to open business. And they have to know how to run the
23 business. And right now they don't have that. They don't
24 know what the business plan is. They don't know how to
25 talk to the banker.

1 But they have the willingness to do business.
2 So I believe, if we have an adequate in the vo-tech school
3 system, several position have bilingual capability, then I
4 think I am happy with it. That is all I ask.

5 DR. MITCHELL: Phyllis, you have a question?

6 MS. FIST: Are you saying that the student that
7 vo-tech would be serving is a new immigrant, or have they
8 been through the local school system prior to that
9 possibility, because --

10 MR. NGUYEN: They -- vo-tech school have
11 several program for student -- Asian student.

12 MS. FIST: Right. They do.

13 MR. NGUYEN: They do. But most of them were
14 taught by English teacher.

15 MS. FIST: Yes.

16 MR. NGUYEN: And they have -- the problem is
17 they have some English problem. It take time for them to
18 transist into the society, maybe five -- four or five
19 years, and so they can feel comfortable.

20 MS. FIST: Right.

21 MR. NGUYEN: At the moment, they do have some
22 program, like English skill school there, and that is
23 about it. Nothing about like technical skill, like teach
24 them to be a mechanic -- garage mechanic or home
25 builder -- kind of thing like that, they don't have.

1 DR. MITCHELL: Other questions?

2 MR. TOURE: I just had one question.

3 DR. MITCHELL: Yes.

4 MR. TOURE: And it might have been in the
5 material. What is the Asian population of Oklahoma and
6 Oklahoma City?

7 MR. NGUYEN: The population in metropolitan is
8 about like 18,000. And it -- I also want to submit as a
9 record, if you may, for the -- I don't have the state of
10 Oklahoma and federal government, but I do have some city
11 of Oklahoma City.

12 They have made great progress, but still there
13 is a long way to go. You are talking about 2 percent
14 population Asian, but if I look at the statistic right
15 here, the -- I think we can do much better than this.

16 MR. FAGIN: The 1990 census showed 33,500, if
17 it is accurate, in Oklahoma.

18 MR. NGUYEN: 3000?

19 MR. FAGIN: 33,500, which is about --

20 MR. NGUYEN: Right. I mean, this -- I am
21 talking about just Oklahoma City and surrounding area --

22 MR. FAGIN: It would be over 1 percent of the
23 population.

24 MR. NGUYEN: -- not Tulsa and other places.

25 And they only about .4 -- .2 percent for city. And so I

1 don't know how much in state and federal.

2 But the key is our people very hardworking
3 people. We very dedicated worker. And just give us the
4 opportunity, and we certainly give you the very fine
5 product. And so it is just a lack of that understanding.
6 So that is lack of that effort to try to go out and
7 recruit more of our people in community.

8 So I hope that, through this hearing and
9 through this meeting, you will send a message to them
10 that -- you may be the best recruiter for us. But we very
11 dedicated group of people. Just give us an opportunity,
12 and you won't be -- regret it.

13 DR. MITCHELL: Thank you very much.

14 MR. NGUYEN: Thank you.

15 DR. MITCHELL: Well, committee members, we are
16 a hour off schedule. And I think the 1:00 people are
17 coming in, and we have not had lunch yet.

18 MS. FIST: What do you want us to do -- skip
19 lunch?

20 DR. MITCHELL: What do we want to do?

21 MR. JENKINS: Let's break to 1:30.

22 DR. MITCHELL: I think we can break till 1:30.

23 MS. FIST: Okay.

24 DR. MITCHELL: Can we -- take a half-hour
25 break, start at 1:30?

1 MR. JENKINS: Okay.

2 DR. MITCHELL: Okay. So I think, for the
3 record, we have to take a half-hour break, and we will
4 be -- 1:30.

5 So those of you who are here for 1:00, please
6 bear with us. We are running a little behind schedule.
7 Thank you.

8 (Whereupon, at 1:00 p.m., the meeting was
9 recessed, to reconvene at 1:30 p.m., this same day,
10 Wednesday, June 1, 1994.)

A F T E R N O O N S E S S I O N

1:30 p.m.

1
2
3 DR. MITCHELL: Call the meeting of the Oklahoma
4 Advisory Committee on civil rights back to order. And
5 this afternoon, we are running, again, behind schedule,
6 and we hope that we can at least keep close to schedule
7 for the afternoon group.

8 First on the agenda is Dr. Fern Green, who is
9 executive director for the Oklahoma State Council on
10 Vocational Education.

11 DR. GREEN: Thank you, Dr. Mitchell.

12 DR. MITCHELL: Welcome, and it is delightful to
13 have you here.

14 DR. GREEN: Thank you.

15 Dr. Mitchell, I am going to have my two guests
16 come up here with me.

17 DR. MITCHELL: Delightful.

18 DR. GREEN: I would like for you to meet Ms.
19 Ollie Yeager. Ollie is a vocational technical education
20 Metro Tech graduate, and the school is located here in
21 Oklahoma City. Her coordinator is Ms. Carmelita Walker,
22 who is coordinator of the Displaced Homemaker, Single
23 Parent Program at Metro Tech.

24 We have public hearings of this nature in
25 vocational education, and we host these as well as the

1 state vo-tech department in Stillwater. And from my
2 experience of these public hearings and the people who
3 attend them, the most interesting and the exciting are
4 when you bring your outstanding graduates. And that is
5 what Ms. Ollie Yeager is today, is one of our outstanding
6 graduates in one of our vocational programs.

7 But to back up and tell you a little bit, I
8 think all of you received our evaluation report that had
9 the charts, graphs, and statistics on enrollment data and
10 employment data and the other agencies that we work with.
11 So I am really not going to get into this, unless you want
12 to ask some questions on this, because this was made
13 available to you.

14 We do this report every two years, and we are
15 very fortunate in the state of Oklahoma that we have
16 tremendous support from the Oklahoma Department of
17 Vocational and Technical Education, as well as the
18 Oklahoma Employment Security Commission, because that is
19 where the Job Training Partnership Act programs are funded
20 and administered from that agency.

21 We tell each of the respective agencies what
22 data we need, and they supply all the data. And this is
23 not true in many states. Many states have to go out and
24 the council has to collect on their own, without the
25 support and the coordination of the other agencies. So we

1 are very fortunate in Oklahoma that we have this kind of
2 support.

3 And we reciprocate likewise. When we do a
4 draft of this report, we get this report to each of those
5 agencies and say, This is the data which you have sent us;
6 have we accurately depicted this information? And only
7 one year did they come back and say, Well, we do have some
8 corrections. And so we worked with them on this. And I
9 think this makes for a better coordination of -- and more
10 factual data that is distributed to the general public.

11 Now back to Ollie. As you will see, she is --
12 appearance-wise -- I see Ollie almost every day. She is
13 dining room supervisor at Metro Tech. She -- this is just
14 not a special appearance. Ollie looks like this every
15 single day. She is dressed immaculately.

16 And I can tell you, from being a vocational
17 teacher, you can teach students in a program, but for them
18 to go out of the program and have the skills and then be
19 able to package themselves and carry themselves with
20 dignity, this is a special trait.

21 And I give Ollie the credit for this, because
22 we are really proud of you, Ollie --

23 MS. YEAGER: Thank you.

24 DR. GREEN: -- and the accomplishments that you
25 have been able to do.

1 As I said, she is supervisor of the dining room
2 program, which she started in 1990. She came to Oklahoma
3 City, and she had heard of the program. And I asked her,
4 I said, How did you hear about Ms. Walker's program at
5 Metro Tech Area Vocational Technical School? She said she
6 really couldn't remember, but she gave her a phone call.

7 So from this phone call, I am going to let
8 Ollie tell you her experiences in vocational education.
9 And I told her that perhaps some of you might have
10 questions of her later.

11 So, Ollie, I introduce you now.

12 MS. YEAGER: Well, my name is Ollie Yeager, and
13 I came to Oklahoma City, I think, probably in 1986 or
14 something like that, and I was divorced here -- 1987. And
15 somebody had given me Carmelita Walker's phone number and
16 her name and told me that I could probably get enrolled in
17 school.

18 So I gave her a call, and she told me to come
19 in. And I talked with her, and she explained the program
20 to me and everything. And I think she gave me a list of
21 classes that were available for me to take. And I chose
22 the commercial foods program.

23 And I -- at that point in my life, I think I
24 was just totally despondent, because I had gone through
25 with a divorce. I had four children. And my mother had

1 just died. So I am like, Okay, what do I do?

2 And I know that I needed training, but I didn't
3 know what I could do besides clean house, maybe comb a
4 kid's hair, you know. But -- so I look in the newspaper,
5 and I said, Well, let me see if I can find something;
6 maybe somebody need their house cleaned or some clothes
7 ironed or something like that, you know.

8 But I went through the commercial foods
9 program, and I think I was in there for like two-and-a-
10 half years, and the teacher called me out of class and
11 asked me how would I like to work full-time.

12 And just before I got divorced, my kids' father
13 was telling me, he say, You know you will never make it on
14 your own. You can't do that. With four kids, you can't
15 do it.

16 (Pause.)

17 DR. MITCHELL: But you did.

18 (Pause.)

19 MS. YEAGER: Excuse me.

20 (Pause.)

21 DR. MITCHELL: How old were your children?

22 MS. YEAGER: They were like five, six, seven,
23 and eight, something like that --

24 DR. MITCHELL: At that time?

25 MS. YEAGER: -- at that time. Yes. So by him

1 telling me that, of course, I was more determined than
2 ever that I would make it.

3 DR. MITCHELL: That is a good incentive.

4 MS. YEAGER: And I had no family here. It was
5 just me and my four girls. And --

6 MS. HELTON: Who became your support system?
7 Who helped you with your children?

8 MS. YEAGER: I didn't have anybody to help me
9 with my children. They knew that when I was at work they
10 were to stay in the house, you know.

11 And, of course, I got trained through Displaced
12 Homemakers. You know, they taught you how to go for job
13 interviews and dressing. And they helped you with
14 Thanksgiving baskets for Christmas and gifts for the kids
15 around Christmas time.

16 And all that was like great help, because
17 before then they would, like, get nothing for Christmas,
18 you know. And kids would tease them, and they would say,
19 Well, it is not my birthday, anyway; it is Jesus'
20 birthday, you know.

21 But it was a challenge for them, too, with me
22 working, because that took me out of the home. And they
23 would always say, Well, Mother, you know, it feels so
24 strange with you not being here when we get up in the
25 morning and get ready for school, because we are used to

1 you being here. And there was just like nobody else but
2 me.

3 So the teacher called me out and asked me -- I
4 remember when I used to go to the welfare office, I used
5 to put my hand to the door, and I would say, you know --

6 MR. HERNANDEZ: Could you describe the
7 commercial food program in terms of the types of things
8 that you did that were different and new to you?

9 MS. YEAGER: Yes. It was preparing for wedding
10 receptions and banquets, which consist of anywhere from --
11 let's see -- maybe 40 to 200, 300 people, and cater-outs
12 different places. And then it was just very interesting,
13 you know, and I got to be around a lot of people.

14 And then when I first started, of course, me
15 talking to people, that was just not me, you know, because
16 you are so shut up being in the home, you know, you are
17 just not used to talking to people.

18 So I had to come out of being so quiet and
19 reserved to being able to express myself, you know. And
20 being at Metro Tech really brought me out in that way, you
21 know. So --

22 MR. FAGIN: What was your background before you
23 came here? I mean, did you graduate at high school, or --

24 MS. YEAGER: Yes. I had graduated from high
25 school, and that was it.

1 MR. FAGIN: High school. You had had some work
2 experience, but not really.

3 MS. YEAGER: No. Very, very -- you might as
4 well say no -- no work experience. And then, of course,
5 being a part of Metro Tech, I -- one of the benefits is
6 being able to take classes for free. So I am still doing
7 that, trying to better myself.

8 And I -- of course, I had no transportation.
9 So I would walk -- you know, walk to work. And I guess --
10 through me walking a lot, people would get to know me,
11 like the police officers and the bus drivers. They would
12 always say, Well, we always see you walking, you know.

13 If it is raining, snowing, whatever, I know it
14 was my responsibility to see that I got to work on time.
15 And if I had to get up at 4:30 in the morning to get
16 walking to be there on time, then I was going to be there.

17 So a lot of times the bus driver may stop and
18 take me -- give me a ride home, or the police -- I mean,
19 the police officer would pull up and say, Well, get in the
20 taxi cab, you know, and they would take me home, you know.

21 And the kids would say, Mother, we thought you
22 were in trouble, you know. You pulled up in a police car.
23 But they had gotten to know me through just, you know,
24 walking back and forth to work.

25 Or I would take one of my kids' cars -- I

1 mean -- cars -- one of my kids' bikes and ride it to work
2 sometimes if I had to be back in the evening for a banquet
3 or something like that. But I knew I had to make it. So
4 if that is what it took, then -- you know.

5 MS. FIST: May I ask a --

6 DR. MITCHELL: Yes, please.

7 MS. FIST: When you went to Metro Tech and you
8 went through the aptitude testing, how did you feel about
9 that? Was it appropriate to what you expected, or --

10 MS. YEAGER: No.

11 MS. FIST: No.

12 MS. YEAGER: No. By taking the test, to me, it
13 was -- I mean, I was -- at that point, I guess I felt
14 like, if this is what my rating, well, then I would --
15 really couldn't do anything still -- to me. That is how I
16 felt, you know.

17 But I guess to go out to Metro Tech and all
18 the -- the people were always so kind. It was just -- you
19 know, it kept kind of encouraging me. And then Displaced
20 Homemakers -- just knowing that somebody was there to back
21 you with transportation and tuition, and help me with my
22 uniforms and all that type of things. I just felt like
23 that I could make it at that point.

24 MS. FIST: Okay. And they helped counsel you
25 to this program, rather than another field? Is that -- or

1 the aptitude testing showed your strength in that area --
2 is that what you are saying to us?

3 MS. YEAGER: Yes, I guess, because I felt like,
4 if anything, I could probably cook, you know.

5 DR. MITCHELL: Four kids.

6 MS. YEAGER: Yes. Why not, you know? So --

7 MS. FIST: Was this the program that was funded
8 through the federal government several years ago?

9 DR. GREEN: The Displaced Homemaker program
10 initially started with a state legislator from Norman. We
11 had Representative Cleta Deathridge [phonetic], and she
12 wrote the first state legislation, and the first program
13 was started in Norman, Oklahoma, at Moore-Norman area
14 vo-tech school. And that was started with state money.

15 And then, with the vocational education money,
16 then we have received federal funds for that. And
17 Carmelita might know the exact percentage of federal
18 money, or Dr. Hopkins, who will be on your program later,
19 could tell you the exact figures there of federal and
20 state dollars breakdown.

21 But then I was in the state agency at that
22 time, and we wrote a rural displaced homemaker program,
23 that covered areas like Chickasaw, Duncan, Fort Cobb. And
24 we had that area in the rural area, where Oklahoma City,
25 Moore, Norman would be considered a metro displaced,

1 single parent program.

2 And these had been very, very well received.
3 As a matter of fact, there is times, Carmelita, that I
4 really don't realize how the coordinators can work with as
5 many people.

6 And men are also eligible, because they can be
7 single parents. And as you would imagine, there are far
8 more women in the program than men, but it is open to both
9 males and females. This particular program is.

10 DR. MITCHELL: Does the program deal with child
11 care at all, or any provisions?

12 DR. GREEN: I believe it does. It depends on
13 some of the grants --

14 MS. WALKER: We do have some set-aside funds,
15 each program across the state, that can be used for
16 transportation or for child care. Many of our clients,
17 however, are eligible through Department of Human Services
18 for child care services. And so we then use that for
19 transportation funds instead.

20 Now, at Metro Tech, we also have a child care
21 facility on one of our sites, where our students, although
22 they would be paying for it in some manner, at least their
23 child is there on the site, where they can pick him up,
24 drop him off, go have lunch with him, if they would like.

25 DR. MITCHELL: Would DHS cover some of the

1 costs of that?

2 MS. WALKER: Yes, it does.

3 MS. FIST: Ms. Yeager, you are to be commended.

4 Thank you for being part of our community.

5 DR. GREEN: You can see she is very successful.

6 DR. MITCHELL: You are speaking very softly; it
7 is hard to pick you up on that.

8 MS. FIST: Oh, I am sorry.

9 DR. MITCHELL: It is for the recorder, not --

10 MS. FIST: I didn't realize it was even on.

11 DR. MITCHELL: Yes. Well, we are trying to get
12 all the -- everything.

13 DR. GREEN: Carmelita, are there other things
14 about the program that you would like to add?

15 DR. MITCHELL: Yes. You have another --

16 MR. HERNANDEZ: I have a couple of questions.

17 DR. GREEN: Okay. Yes, Mr. Hernandez.

18 MR. HERNANDEZ: Dr. Green, in your work with
19 the state council, you do evaluations of programs
20 throughout the state.

21 DR. GREEN: That is right.

22 MR. HERNANDEZ: And Ms. Yeager talked about she
23 got recruited by a notice. Could you compare the
24 recruitments in terms of the urban vo-techs and the rural
25 vo-techs, and compare the -- how effective both are?

1 DR. GREEN: Both are? I can give you another
2 example. When Mr. Hernandez called me, and I told about
3 the rural program that was in the McCurtain County area,
4 which is the far southeast part of the state that borders
5 Texas and Arkansas.

6 We have a similar program there with a
7 coordinator. And in the past, I have had one of their
8 graduates, a Ms. Darlene O'Bannon [phonetic], come and
9 tell about their program.

10 And very much like Ollie's story, she heard
11 about it word of mouth. You know, just someone who had
12 gone to the vo-tech school and had said, you know, You
13 need to go there; they can help you find a job. They will
14 give you training, and you can get a job.

15 She was a grocery store clerk in a rural -- in
16 Valliant, Oklahoma, and had two children. She had to
17 drive -- I believe it was 52 miles round-trip each day to
18 get to the school for the training.

19 And she took a very non-traditional training
20 program, which was industrial maintenance, for that area.
21 And they have two large facilities there: Brown and Root,
22 which works with Warehouser, the lumber industry.

23 And so she took that industrial maintenance
24 program, was successful, and her displaced homemaker
25 coordinator, as well as her program instructor, placed her

1 on a job at Brown and Root.

2 That is a job that she still has today. And
3 she tells the story that, when she came in to the vo-tech
4 school to enroll, she was a grocery store clerk at minimum
5 wage, probably did not have a car, either, but she had to
6 find transportation to get to the school.

7 Now, then, she makes -- I believe it is
8 something like \$15 an hour, and has all the benefits that
9 she never would have had before, and attributes all this
10 to her training programs that she had at the vocational
11 school.

12 So that I know they do a lot of mail-out
13 brochures, because in our hometown, where we live, in
14 Stillwater, Indian Meridian -- or it is now called
15 Meridian Technology Center is located there, and they do
16 extensive mail-outs each year.

17 And another thing I will have to commend the
18 vocational programs in this state for -- they try to
19 accommodate the clients by offering programs day and
20 night, where if people do have a job and they want to go
21 back for retraining or upgrade training, they have the
22 opportunity after their work hours.

23 If after work for them happens to be 8:00 to
24 5:00 work, and after 5:00, they can go to the vocational
25 school and take training. We have a lot of programs on

1 weekends, just in this area. You will notice -- you will
2 get brochures, and they will have short-term programs for
3 the students.

4 So as far as the outreach, how they let people
5 know, it is different media. They work with the
6 counseling staff of the public schools, as well as, as I
7 mentioned earlier, the Job Training Partnership.

8 A lot of times the local PIC -- Private
9 Industry Council people will have programs at the vo-tech
10 schools, and people will hear about it in different ways.
11 So there is just a multitude of ways that people are
12 recruited for these programs.

13 MR. FAGIN: Another question --

14 DR. GREEN: Uh-huh.

15 MR. FAGIN: One of your main jobs, of course,
16 is to evaluate both the vo-tech and the JTPA system.

17 DR. GREEN: Right.

18 MR. FAGIN: And the recent amendments, I think,
19 talked about the integrated system and how they should be
20 working together a little bit -- both programs should work
21 together.

22 DR. GREEN: Sure.

23 MR. FAGIN: Could you elaborate on the
24 advantages and disadvantages of --

25 DR. GREEN: Of the two systems?

1 MR. FAGIN: -- those two systems, because you
2 got feedback from the different superintendents and the
3 SDA directors and --

4 DR. GREEN: Right. Exactly. As a matter of
5 fact, if you have had an opportunity to look at the
6 complete report, probably the JTPA PIC directors were more
7 favorable in their comments about the coordination and
8 integration efforts than the area vocational technical
9 school superintendents were.

10 And we have recommended on several occasions
11 that the PIC should have vocational school
12 representatives, as well as the vocational schools, when
13 they have their advisory committees -- and sometimes they
14 have a school-wide advisory committee -- that they should
15 also have PIC and JTPA representatives on that.

16 And the reason, we can make the dollars go
17 further, whether they are local, state, or federal, if we
18 have coordinated our efforts, because many of these
19 programs have like adult programs that could overlap, but
20 if we are talking to each other, then we can make the most
21 of those dollars for the people that the training funds
22 are actually intended.

23 And so we try to do that. I think in this
24 state we have been very successful in our dual system,
25 even though there is always room for improvement. I don't

1 care where you are located, because there is a lot of
2 communication between the staff, because, like, the people
3 who are now in the JTPA area, some of those people I have
4 worked with for over 20 years.

5 And if there is something that I need to know,
6 I just pick up the telephone and call them. And I have
7 that kind -- and other people have that kind of assistance
8 from them.

9 And I know we get articles -- you know, if they
10 want us to know about something that is coming out that
11 would overlap with, say, like a -- because they also, from
12 JTPA, have funds for displaced homemakers in that area,
13 too.

14 And so our coordinators are very aware of this
15 when they are working with their programs. So I think the
16 dual system in this state has worked quite well. And it
17 is because of the coordination. And we have done this
18 because of the people in this state, not because it was
19 just mandated.

20 DR. MITCHELL: Yes.

21 MR. TOURE: We are looking at -- our function
22 here is to look at vocational education from the aspect of
23 how it affects the groups which are protected under the
24 Civil Rights Act.

25 DR. GREEN: Certainly. Right.

1 MR. TOURE: And a common theme, it seems to me,
2 that has been expressed today by other speakers is that
3 there is a lack in the vocational education system of
4 people who can identify with those groups; that is,
5 whether it is bilingual in the Asian community or Hispanic
6 community; whether it is Indian communities, which could
7 be language or identification; and even with blacks --
8 well, it is not a language barrier, but people who
9 identify.

10 DR. GREEN: A role model.

11 MR. TOURE: A role -- I guess it is that kind
12 of thing.

13 DR. GREEN: Okay.

14 MR. TOURE: And there has been -- they see it
15 as a problem that there is not more of that in there. I
16 am just wondering whether you see that is a part of
17 something you ought to concern with or address, and
18 whether -- how it affected you.

19 Did you deal at all with any blacks when you --
20 in the system, either in teaching or in getting you into
21 the vocational training -- they were all just --

22 DR. GREEN: I think, you know --

23 MR. TOURE: And it didn't affect you, the fact
24 that you weren't --

25 MS. YEAGER: No, it didn't.

1 MR. TOURE: Okay.

2 MS. YEAGER: I mean, you are just looking for
3 somebody that cared that can help you. That is the main
4 thing, you know.

5 MR. TOURE: Sure.

6 DR. GREEN: Now, the deputy superintendent at
7 their school is black, and he has been there a number of
8 years at Metro Tech. And they have, you know, numerous
9 teachers and aides both. But she might not have in
10 contact with them, you know, in her commercial food
11 program, per se.

12 MR. TOURE: But this time I am not even
13 challenging whether or not there should be.

14 DR. GREEN: Sure. Right.

15 MR. TOURE: But I only heard these comments,
16 and my question is whether, in your experience, you agree
17 that is a factor, if that is appropriate or not.

18 DR. GREEN: And, too, the state agency has
19 realized that we need more role models. So they assisted
20 in the formation -- and I -- for the life of me right now,
21 I can't tell you the name of the group that was formed for
22 blacks, and it promotes them.

23 And recently they had a -- I don't know if it
24 was a regional or a national conference here, but the
25 vo-tech director worked with them in forming this

1 organization.

2 And it was because we were finding difficulty
3 in finding instructors. And so they thought, if they
4 formed this organization, they would attract blacks to
5 vocational education. So -- and this is in that
6 particular area. So, yes, we do have a need, and we
7 realize that, to provide role models.

8 MR. MALETZ: I wondered if you could tell me
9 what your perception is of the success of the vo-tech
10 system in instructing and training with disabilities?

11 DR. GREEN: With disabilities -- I know, when I
12 worked in the equity area, we had grants that would go out
13 to the local schools that would help them with making
14 their buildings accessible, because as you can well
15 imagine our public schools were built before the
16 Rehabilitation Act, where it calls for accessibility.

17 So they have had to build ramps and things like
18 that, not only to get -- just to be able to enter the
19 building, but also after they enter, to get to the
20 different program areas.

21 So this has been an area that has been
22 addressed. But all of our vocational schools have tried
23 in their construction to very much follow that, as far as
24 physical accessibility.

25 And I think our schools have done a good job in

1 the area schools, because they had a different funding
2 base than the local schools, because they have state,
3 local, and federal dollars going into those vocational
4 schools.

5 So they try real hard, like, and Dr. Wilson,
6 when she speaks later, who is the superintendent at Metro
7 Tech, will give you specific data on what they have done.
8 But I know different schools -- Moore-Norman is one. For
9 many years, they have had a person who was -- worked with
10 their deaf students as an interpreter.

11 And other schools have had language
12 interpreters for the students who had a language different
13 than English, that would help them in that area. And then
14 they have had mechanical devices to help the blind people
15 in the business office area.

16 Is that the kind of question you are asking?

17 MR. MALETZ: Well, yes. That is very helpful.

18 DR. GREEN: Okay.

19 MR. MALETZ: When -- but I wanted also to ask
20 you -- you were describing the outreach efforts, the mail-
21 outs and the other ways of letting people know what the
22 programs are about.

23 DR. GREEN: Right.

24 MR. MALETZ: And I wondered if any of that is
25 specifically targeted to --

1 DR. GREEN: Yes, it is.

2 MR. MALETZ: -- persons with disabilities of
3 all kinds, whether the material that is sent out mentions
4 that there is accommodation for people with disabilities
5 or special training?

6 DR. GREEN: You know, there is always the
7 statement that goes on all of our brochures, the printed
8 information, the -- you know, non-discrimination
9 statement. But, yes, they try to address that in the
10 materials that go out.

11 And, also, in the counseling -- we have each
12 summer a summer conference, where it brings in all the
13 teachers and administrators in the total vocational
14 system, whether they are in comprehensive high schools or
15 area vocational technical schools.

16 And many of those program speakers in a
17 specific area will address things of this nature to help
18 the students -- the special population students.

19 And in that special population, we also have,
20 in the Carl Perkins law, the inmates in our public
21 reformatories come under that, and we provide training
22 programs there. So they are a part of our special
23 populations.

24 And I really don't know, Dr. Mitchell, if your
25 area address inmates, or if it strictly --

1 DR. MITCHELL: We -- no. We are interested in
2 that area, because that is a very serious part of the
3 employment -- or unemployment.

4 DR. GREEN: Right. And it really is for
5 Oklahoma, with our growing inmate population.

6 DR. MITCHELL: I think we are --

7 DR. GREEN: We appreciate --

8 DR. MITCHELL: -- to maintain the schedule.

9 DR. GREEN: Sure.

10 DR. MITCHELL: I appreciate your --

11 DR. GREEN: I appreciate very much the
12 opportunity --

13 MS. WALKER: Could I say one thing?

14 DR. MITCHELL: Yes, please.

15 MS. WALKER: In Ollie's nervousness here -- I
16 would just like to reiterate that Ollie came to the
17 vo-tech program as a divorced mother of four on welfare
18 for \$440 a month. And two-and-a-half years later, she was
19 asked to become an employee of Metro Tech, based on her
20 skills and attitude and everything that goes together in
21 her selling herself.

22 She has been with Metro Tech now for over three
23 years. She has not on welfare. She is making a lot more
24 than she was the other way. She has realized a dream come
25 true, that she is now an employee and not having to depend

1 on any other particular system.

2 But I think one of the things most important to
3 her is she has been a role model to her four children.
4 And just recently she was telling me about two of her
5 daughters have summer jobs. Her kids are still in the
6 school -- public school system. But she just wanted the
7 good examples of a vo-tech school, and I don't think she
8 got to tell all of that.

9 DR. GREEN: And I think the other thing,
10 besides a role model to her four children, she is a role
11 model --

12 MS. WALKER: Oh, yes.

13 DR. GREEN: -- to the students -- every single
14 student. And they have lots of business and conferences
15 at that particular school. So she is a role model for
16 every single person who comes in there.

17 And I really did not realize -- see, I go there
18 every day almost for lunch. I did not realize, until I
19 had talked to Ms. Walker, that Ollie was a graduate of one
20 of our programs.

21 And thank you so much, Ollie, for sharing your
22 story.

23 MS. YEAGER: You are welcome.

24 DR. GREEN: You have done a beautiful job.

25 DR. MITCHELL: Paying those taxes now. Right?

1 DR. GREEN: What?

2 DR. MITCHELL: Paying taxes, too. Right?

3 DR. GREEN: Right. Thank you, Dr. Mitchell,
4 very much.

5 DR. MITCHELL: Thank you very much. I
6 appreciate it.

7 Mr. Roper, I appreciate your patience in
8 staying with us the afternoon -- Mr. Jack Roper, who is
9 the -- are you program administrator?

10 MR. ROPER: Yes.

11 DR. MITCHELL: For Oklahoma State Department of
12 Rehabilitation Services.

13 MR. ROPER: In the administrative services
14 office of the --

15 DR. MITCHELL: Administrative office -- okay.
16 Thank you.

17 MR. ROPER: Right.

18 On behalf of Mr. Dunlap, the director of the
19 Department of Rehabilitation Services and the Commission
20 for Rehabilitation Services, we feel honored to be asked
21 to be with you today, as one of the newest departments in
22 the state of Oklahoma.

23 We were created about this time last year by
24 legislative action, and became our own department on July
25 1, 1993.

1 Prior to this time, we were a division of the
2 Department of Human Services in Oklahoma, and had been
3 with that department since 1968, when by legislative
4 action we were moved to the Department of Human Services
5 from the Oklahoma Department of Vocational Technical
6 Education. Last year's legislation created the new
7 department and the Commission for Rehabilitation Services.

8 It is the mission of the Department of
9 Rehabilitation Services to assist in providing all persons
10 with disabilities opportunities to identify their
11 individual vocational, social, and personal goals, and to
12 reach their potentials, if possible.

13 To meet this mission, the Department of
14 Rehabilitation Services has four basic program divisions:
15 Rehabilitative Services, which works with individuals
16 whose primary disabilities is other than blindness; Visual
17 Services Division, whose primary mission is to work with
18 those individuals who are legally blind or totally blind;
19 the Oklahoma School for the Deaf, which is located at
20 Sulphur, Oklahoma -- it is a residential facility for
21 children and youth; the Oklahoma School for the Blind,
22 which is a residential facility at Muskogee, Oklahoma,
23 sometimes known as Parkview School; and the Disability
24 Determination Services Division, which is a division
25 assigned to making primary decisions and adjudicating

1 applications for Social Security disability at the various
2 Social Security offices throughout the state.

3 That is 100 percent funded federal program, and
4 we are -- work with the Social Security Administration to
5 provide those services.

6 Rehabilitation Services provides vocational
7 rehabilitation services designed to result in employment
8 for persons with severe disabilities. Priority is given
9 to those individuals with the most severe disabilities.

10 We also have an independent living services
11 program, which provides services to individuals with
12 severe disabilities to allow them to function more
13 independently within their home or community, if it is --
14 the determination is made that gainful employment is not
15 an appropriate goal for them.

16 We have a community rehabilitation services
17 program, which administers what we term supportive
18 deployment services to individuals with the more severe
19 disabilities in their goals of obtaining gainful
20 employment.

21 We have special services for the deaf and
22 hearing impaired in our program. And we have a
23 transitional living center for students who are deaf who
24 are maybe graduating from the School for the Deaf or --
25 the transitional living center is a dormitory type

1 facility which allows them to come -- it is located in
2 Oklahoma City -- and function on their own under
3 supervision and in terms of apartment living, in terms of
4 developing vocational skills, in terms of making job
5 applications, and in terms of seeking employment.

6 They may have graduated from the Oklahoma
7 School for the Deaf with certain vocational skills, but
8 yet when those individuals come -- they may leave their
9 home community and they come to the city seeking
10 employment.

11 We have a dormitory type facility in which we
12 provide close supervision and assist them in seeking
13 employment, and after they have found employment, live
14 under the supervision until those involved can determine
15 that, yes, they can really make it on their own out in the
16 community without supervision.

17 Visual Services program provides the same
18 vocational rehabilitation services to those individuals
19 who are blind or legally blind. They also have a program
20 of rehabilitation teachers for the blind, who visit in the
21 homes of newly blinded individuals to help them adjust to
22 their disabilities and to their -- to the sudden
23 realization that they no longer are able to visually
24 observe.

25 The Rehabilitative and Visual Services

1 divisions have field staff located or assigned to every
2 county in the state of Oklahoma, even though they may not
3 be officed in each county.

4 Our Visual Services and Rehabilitative Services
5 counselors are assigned geographical territories. We may
6 be co-located with the Department of Human Services
7 offices. We may be co-located with other facilities or
8 other service providers in the state of Oklahoma.

9 . And in the major metropolitan areas, Tulsa and
10 Oklahoma City, we have offices within the public school --
11 public high schools, which works with those individuals
12 who are disabled and who are graduating from the high
13 school and the public education program.

14 We may start working with those individuals and
15 the public schools in a work-study program as early as the
16 tenth grade, in order to provide a work-study arrangement
17 whereby they can meet their academic requirements for
18 approximately a half or nearly three-quarters of the day,
19 and yet we will work with them in finding employment in a
20 local area, so that they can get used to the world of work
21 prior to the time they graduate from high school, and
22 assist them in defining what job opportunities are there,
23 or what training opportunities may be present.

24 Also, in Visual Services, we have
25 responsibility for the Oklahoma Library for the Blind and

1 Physically Handicapped, which provides books and magazines
2 and special media to blind individuals and print-limited
3 Oklahomans ~~throughout the state.~~

4 Visual Services also administers the Randolph
5 Shepherd [phonetic] Vending Program, a vending facility
6 program in Oklahoma, securing suitable locations for
7 vending facilities, helping design and install specific
8 equipment, and training and placing and supervising
9 operators for these facilities.

10 That very basically and generally is the
11 Rehabilitative and Visual Services divisions' work to
12 reach the mission of the agency.

13 Another division, the Disability Determination
14 unit division, is responsible for adjudicating application
15 for Social Security disabilities. This division is not
16 involved in therapeutic or diagnosis or provision of
17 treatment for individuals.

18 This division take the information provided
19 through the local Social Security Administration offices
20 and adjudicates their applications for disability
21 insurance within federal guidelines.

22 The Oklahoma School for the Blind and the
23 Oklahoma School for the Deaf provide -- both provide full
24 pre-school, primary, and secondary educational programs
25 for residential and day students, serving Oklahomans who

1 are blind or severely visually impaired or who are deaf.

2 Both programs are designed to provide students
3 with individualized assessments or individualized
4 assistance in order to overcome the limitations placed on
5 them by their disabilities.

6 Both schools are responsible for outreach
7 programs, who work with the public schools over the state
8 of Oklahoma as either an evaluation facility or in an
9 advisory capacity to the individual local educational
10 school districts.

11 Very generally, those are the responsibilities
12 and the activities within the Department of Rehabilitation
13 Services.

14 I will have provided with you information
15 regarding the work profile of our staff. We serve -- the
16 Rehabilitation and Visual Services divisions serve over
17 30,000 Oklahomans in fiscal 1993.

18 Out of that 30,132 Oklahomans, 15,059 were
19 female, and 15,073 were male. 25,096 individuals were
20 white; 3,317 were identified as black -- 1,512 American
21 Indians or Alaskan natives, and 217 Asian or Pacific
22 Islanders.

23 Of this number of individuals, of the 30,132 --

24 DR. MITCHELL: No Hispanics?

25 MR. ROPER: Not information that I have.

1 DR. MITCHELL: Okay.

2 MR. ROPER: 21,654 persons were determined
3 eligible for services and participated in individualized
4 written rehabilitation programs with services. And 8,111
5 were identified as disabled to meet the eligibility
6 requirements of the program, with a little -- 13,500-plus
7 identified as severely disabled.

8 I give these statistics to you. Additionally,
9 they are in a handout that Mr. Hernandez has and will be
10 provided to you, of course.

11 The Oklahoma School for the Blind -- the
12 residential facility for young people has an enrollment --
13 just completed the school year with an enrollment of 95.
14 That information -- that breakdown is 58 females and 37
15 males, 8 black race, 7 American Indians, and 80 white
16 individuals.

17 The School for the Deaf has a slightly higher
18 enrollment of 144, with statistics show that 17 are
19 blacks, 11 American Indians -- 10 Hispanics were
20 identified at the Oklahoma School for the Deaf -- 2
21 Asians, and 101 white and other -- and 2 others.

22 And basically the breakdown between male and
23 female was almost 50 percent there: 71 female and 73
24 males.

25 I have also provided you with information

1 regarding the work force of the department. The new
2 department has, I believe, 861 employees, and the
3 information with that breakdown for each of our divisions
4 is provided to you.

5 DR. MITCHELL: Thank you very much.

6 MR. ROPER: I would be glad to respond to
7 comments or questions or --

8 DR. MITCHELL: Are there any -- yes?

9 MR. FAGIN: Other than the several schools
10 mentioned, do you operate vocational schools, or do you
11 work with the other vocational schools in the areas where
12 you are --

13 MR. ROPER: No. We do not have vocational
14 schools.

15 MR. FAGIN: Do you work with the others?

16 MR. ROPER: We work with the others. We have
17 written agreements with all the area vocational technical
18 schools to either -- to purchase their services, if the
19 individuals are not eligible for free enrollment based
20 upon where they live -- but -- and not just the vocational
21 schools, but with the private vocational schools, with
22 some junior colleges, with area vo-techs, and with the
23 universities, of both a private and a public nature.

24 We develop working agreements or contracts with
25 each educational facility where we might be able to obtain

1 training for disabled individuals.

2 DR. MITCHELL: Other questions?

3 Yes, Dr. Maletz.

4 MR. MALETZ: In these contracts or agreements,
5 have you found the schools, the vocational schools -- and
6 the universities, for that matter -- have you found them
7 to be receptive and sufficiently flexible in dealing with
8 people who have severe disabilities?

9 MR. ROPER: To my knowledge, I have not heard
10 of any documented evidence to the contrary. We assign
11 staff to work with each of these individual schools in
12 order to -- we term these people as supervising
13 counselors -- in order to assist our clients as they
14 attend that facility, if they have problems academically
15 or otherwise.

16 In many of the schools, in many of the higher
17 education facilities, we have staff on campus, which is a
18 great benefit to the disabled individuals. If they have a
19 problem medically or academically, we assign, regardless
20 of where their home is, we will have a supervising
21 counselor available to them at regular intervals.

22 MR. MALETZ: Will they --

23 MR. ROPER: We -- excuse me.

24 MR. MALETZ: Will they act to sort -- to
25 represent the interests of the student --

1 MR. ROPER: The student or the client, yes.

2 MR. MALETZ: -- if they are running into
3 obstacles?

4 MR. ROPER: Yes. We have developed, over the
5 years, a very positive relationship, especially with the
6 public, and the universities and the public educational
7 facilities, and the private educational facilities.

8 And in our contract with them, they have to --
9 they certify that they recognize the accessibility issues,
10 and they certify that they recognize issues which are --
11 would be addressed by individuals with disabilities.

12 And we have not had to cancel a contract
13 because of inappropriate steps or lack of steps by
14 facilities. We monitor these, and we renew these
15 contracts every year, and they are signed.

16 DR. MITCHELL: What about job placement -- what
17 kind of results you get with job placement?

18 MR. ROPER: Our job placement activities and
19 responsibilities to assist each individual client is
20 assigned to their local counselor, or to their counselor
21 to help them develop their job placement skills and/or
22 assist them in seeking employment.

23 And our counselors are charged with developing
24 job placements opportunities in their own home community.
25 If we have a client who is leaving their home community

1 for training and coming back to that home community, our
2 staff is charged with that responsibility to assist --

3 DR. MITCHELL: What kind of success rates you
4 have?

5 MR. ROPER: I would not venture to give you a
6 percentage right now. I know that in terms of
7 rehabilitated individuals that we rehabilitated 3,000-plus
8 individuals in the state of Oklahoma in fiscal 1994. I
9 can get those statistics and provide them to the
10 committee, if that would be --

11 DR. MITCHELL: But we would like to know
12 something about the degree of rehabilitation in terms of
13 success.

14 MR. FAGIN: Even generally, do you see it as --
15 see that as a problem? In other words, the image that
16 many of us have is that employers are very resistant, even
17 large employers, to give the disabled the -- a chance,
18 even with training them. I am just wondering if you all
19 meet with -- met with that.

20 MR. ROPER: We experience those same problems
21 with many employers. That is why we have charged our
22 staff with making employer contacts in order to establish
23 the opportunity for the person with the disabilities, and
24 follow up and be available for that employer if they began
25 to experience problems with an individual and they relate

1 that to us, or if our clients relate, Hey, I have got a
2 problem here on my workplace. Can you come back and help
3 me?

4 We try to follow our clients -- we are mandated
5 to follow our clients for a minimum of 60 days after
6 placement before we make a determination that this case
7 should be properly be closed.

8 Sometimes those first placements aren't always
9 successful. So we don't automatically close the case,
10 once that individual starts a job. If we did, and we
11 closed a client in what we term a status 26, a
12 rehabilitated status -- that is a data information
13 status -- we have the opportunity to provide follow-up
14 services and be available to that individual after we --
15 and reopen a case if other services might be needed.

16 Society has changed. Society is changing in
17 terms of recognizing the capabilities of persons with
18 severe disabilities. And we think we can document
19 successes, and we will get that information to you.

20 DR. MITCHELL: Committee members? Yes.

21 MR. HERNANDEZ: Mr. Roper, I am trying to take
22 a real quick look at the -- your staffing patterns here.

23 MR. ROPER: Yes.

24 MR. HERNANDEZ: And I know, in my conversations
25 with Director Dunlap, that the department was organized

1 not too long ago, a year or so ago.

2 MR. ROPER: Yes, sir. We haven't completed our
3 first year yet.

4 MR. HERNANDEZ: Yes. You separated from the
5 Department of Human Resources -- or Human Services, and my
6 question is that you have like close to 900 employers --
7 861, I believe --

8 MR. ROPER: Yes.

9 MR. HERNANDEZ: I think there was like a golden
10 opportunity to, I guess, use affirmative action. And I am
11 just wondering how that reorganization was done, in terms
12 of bringing employees on board -- new employees, or did
13 you use, you know, hiring from within promotions?

14 I notice that -- well, first of all, that the
15 disabled person isn't in this --

16 MR. ROPER: Identified in there. And --

17 MR. HERNANDEZ: And a couple of questions: How
18 did minorities fare in terms of the different levels -- at
19 the entry level, the mid-management level, and then at the
20 administrative level -- in terms of --

21 MR. ROPER: Since we have become our own
22 department, we have been identified in a non-classified
23 service for new hiring. And I say that -- classified
24 services -- under the Department of Human Services, we
25 were under the jurisdiction of the Office of Personnel

1 Management.

2 The specific language did not -- which created
3 the department did not specify that we were to continue
4 under the Office of Personnel Management. And so we had
5 the opportunity to direct-hire people in the unclassified
6 service.

7 Within the past three months, we have hired a
8 person who is an equal employment opportunity officer and
9 reports directly to the director on those types of
10 activities, and is doing a study of our activity.

11 Within recent months, within this year, we have
12 made an effort to contact those training facilities
13 which -- whose graduates may qualify for employment within
14 the vocational rehabilitation program and within the other
15 divisions of our department.

16 So we feel we have taken some positive steps
17 within the past 12 months now to expand our notices to
18 schools, to -- and try to draw in applications from
19 persons of minority races, for example.

20 DR. MITCHELL: Are there any disabled
21 individuals in the administration of this -- of your whole
22 agency? Are there any disabled individuals employed as
23 administrators or --

24 MR. ROPER: We have hired -- the division
25 administrator for Rehabilitation Services -- for

1 administrative services division is a lady who has been
2 with us two months -- three months. We have hired an
3 individual --

4 DR. MITCHELL: Is she disabled -- from the
5 disabled community?

6 MR. ROPER: No.

7 DR. MITCHELL: No.

8 -- MR. ROPER: No.-----

9 DR. MITCHELL: The question was --

10 MR. ROPER: Oh, disabled.

11 DR. MITCHELL: Right. Disabled from the
12 disabled community.

13 MR. ROPER: We have in the administrative
14 staff -- our director is blind. The director of the
15 Visual Services program is blind. As far as new hires
16 within the administrative services within recent months,
17 we have not -- I would not classify any of those as just
18 being disabled right now.

19 That is a question which is not allowed on job
20 applications now, but you need to find -- they haven't
21 brought disabilities to our attention.

22 MR. JENKINS: Who has indicated that you cannot
23 ask that particular question?

24 MR. ROPER: It is my understanding that that is
25 not allowed on the application forms that were published

1 by the Office of Personnel Management.

2 MR. JENKINS: Again, I am looking for what
3 source that is, besides somebody said that, because --

4 MR. ROPER: Okay.

5 MR. JENKINS: -- even under the federal
6 guidelines, there is -- you have some flexibility in
7 asking certain questions.

8 MR. ROPER: Yes.

9 MR. JENKINS: And you use it for statistical
10 purposes, also, because one of the things, as you
11 mentioned here, you don't have the breakout as to those
12 from the disabled community who are employed by your
13 agency.

14 MR. ROPER: Okay.

15 MS. HELTON: May I ask a question?

16 DR. MITCHELL: Yes. Go ahead.

17 MS. HELTON: Mr. Roper --

18 MR. ROPER: Yes.

19 MS. HELTON: As a former employee of the old
20 Vocational Rehab Department, do you have any Hispanics
21 since Ursula Eidichun Velasquez and myself retired from
22 that department? Do you have any Hispanic workers --
23 employees, that you know of?

24 MR. ROPER: Yes. We have what started out as a
25 project in Altus in southwestern Oklahoma, a project to

1 work with persons of Spanish -- Hispanic race, in terms of
2 we have a project where we have hired at least two people
3 to serve the southwestern part of Oklahoma.

4 MS. HELTON: You don't have any in the Oklahoma
5 City office? -----

6 MR. ROPER: I can't answer that question in the
7 affirmative right now, Ms. Helton.

8 MS. HELTON: Okay.

9 DR. MITCHELL: Okay. I think we need to push
10 on, time-wise.

11 MR. GIAGO: I have one question.

12 DR. MITCHELL: Okay. Fine. Yes.

13 MR. GIAGO: On your -- say, on your American
14 Indian employees --

15 MR. ROPER: Yes.

16 MR. GIAGO: Are they -- I know it may not be
17 required. Can they document that they are Indian --
18 American Indian -- that they are enrolled members of a
19 tribe? Or are they just claiming it on their application?

20 MR. ROPER: I would hope that they can. We
21 have not taken steps to verify those. But I would hope
22 that they would be able to. And that is not the best
23 answer, but that is the best answer I can give you.

24 DR. MITCHELL: Thank you very much.

25 MR. ROPER: I certainly appreciate the

1 committee's time, and we will be in contact with Mr.
2 Hernandez and get you some information that you asked for.
3 Thank you.

4 DR. MITCHELL: Okay. Ms. Clairita Goodwin --
5 thank you for your patience.

6 MS. GOODWIN: No problem whatsoever.

7 DR. MITCHELL: And --

8 MS. GOODWIN: I would like to -- and I am going
9 to provide three copies -- a copy a table -- of the
10 information I am going to be referencing.

11 DR. MITCHELL: Make sure he gets one; he will
12 see that we all get one.

13 MS. GOODWIN: Okay. Great. And if you need
14 additional copies on that, I will get those.

15 (Pause.)

16 MS. GOODWIN: I would like to thank you for the
17 opportunity to share with you what I believe is very much
18 in keeping with your task for the day.

19 DR. MITCHELL: I guess I haven't been doing
20 this right. Would you state your name?

21 MS. GOODWIN: I am sorry.

22 DR. MITCHELL: Okay.

23 MS. GOODWIN: I am Clairita Goodwin, and I am
24 the assistant deputy superintendent for public education
25 and for the area of school improvement, which does include

1 all the federal programs, all the content areas, Indian
2 education, student assessment, the arts -- you name it.
3 Anything that goes in school improvement area, that is
4 under the school improvement division.

5 What I am going to share very briefly -- and I
6 will try to keep to the 15 minutes. I would like to share
7 with you what I believe is a framework that really does
8 support from the state level.

9 In fact, when I say state level, I am talking
10 about the total state of Oklahoma, with a commitment to
11 equity and excellence in our public education system.

12 And I think that what I am preparing to do
13 today is to share with you some documentation that sort of
14 developed the framework, and then let you know that we are
15 indeed now not only have the talk, but we are truly
16 walking the walk through a ten-year school reform
17 initiative.

18 One of the things that I would leave for your
19 perusal is our State Department of Education affirmative
20 action plan, and I have noted with the paper clip and have
21 highlighted those areas that you have been asking
22 questions specifically regarding minority recruitment and
23 those types of issues.

24 Peggy Wilson is the individual at our state
25 office, and her name is in here. If you need additional

1 information, I would direct you to make phone calls -- a
2 call to her, or if we need to visit with her in any way,
3 we will make her available. So I will provide this for
4 your records on that. Thank you.

5 Very quickly -- and I think that, in 1983, when
6 the nation at risk gave back sort of a pulse on how are we
7 doing in public education, they focused only on
8 excellence. They did not focus on what I believe was the
9 other most important component, and that was equity, as
10 well as excellence.

11 In 1990, probably some of the most visionary
12 leaders of this state came together and drafted what I
13 believe will go down in history as being legislation that
14 is going to provide not only national, but international,
15 leadership for public education.

16 And to those individuals in this state who
17 drafted the words of House Bill 1017 -- and that is our
18 ten-year funding reform act -- I -- this state is truly
19 indebted to these people, because what they did was they
20 brought together looking at the end -- literally started
21 with birth -- a birth to three program, and looking at
22 those individuals as they moved through the process up to
23 the ages of 21.

24 And they said, What can we do to bring two
25 things: equity and excellence? With one driving vision,

1 that, upon graduation through the Oklahoma public schools,
2 students would have only two choices: either employment
3 or higher education.

4 And so with that vision there, the story begins
5 to unfold. And I am going to provide for you one of the
6 first ten copies that were signed from House Bill 1017 for
7 your perusal, and this is also for your records.

8 Ultimately, what I feel the very heart of this
9 document is, is that the -- was a directive that we
10 provide a core curriculum. A core curriculum was in six
11 areas: in the language arts, of course, which included
12 reading, writing, speaking, and listening; social
13 science -- social studies; science; mathematics; the arts,
14 and for Oklahoma we had defined that as visual arts and
15 general music; and then lastly, languages.

16 Now, for Oklahoma, we have defined that as
17 foreign language, Native American, and American Sign. And
18 so with that being the six core curricular areas, then
19 what we were to do were to find those skills and knowledge
20 in and among those core areas that would really drive
21 toward this vision.

22 There were four areas that were to be provided
23 for in integration -- integrated into the curriculum. And
24 those areas -- and I think specifically to your task
25 today -- instructional technology -- all those kinds of

1 things that helps learning to happen through -- via
2 technology; of course, health, safety, and physical
3 education; then information skills -- we believed that
4 must be life-long learners, and so information skills that
5 are integrated into the curriculum to truly facilitate the
6 development and proficiency in locating, selecting, and
7 organizing and communicating.

8 But also within this bill it spoke very
9 specifically to technology education, hands-on career
10 exploration. And that was to be embedded within this
11 curriculum at grades six through ten. And I think that is
12 a very key component that those visionaries had.

13 Now, as we began with this, we also had
14 accreditation standards, and you will find that I had
15 those -- that I have provided those for you.

16 Those accreditation standards were taken
17 literally from the verbiage within House Bill 1017. And
18 it speaks very clearly; we minced no words in what we were
19 about.

20 "Quality curriculum shall be accessible for all
21 students. The school shall provide an organizational
22 structure and curriculum which allows each student to
23 progress in accordance with his or her individual growth
24 development.

25 "The overall educational program shall

1 incorporate high expectations of successful experiences
2 for all students. All instructional learning materials
3 shall be selected with consideration for the appropriate
4 treatment of racial, ethnic, and cultural groups and the
5 avoidance of stereotyping."

6 As we began to look at the revision -- we have
7 already been through one revision -- of what we had -- we
8 called first our learner outcomes. And we realized with
9 that first drafting -- and it was a document of over 7,000
10 outcomes -- that some of them were not clear.

11 Some of them were not really academically
12 focused, and we said, This will not do, because if we are
13 truly looking for that vision, we must be very clear, not
14 only with the skills and knowledge, but clearly denoting
15 the levels of learning that must span from knowledge all
16 the way through the evaluation level, because we felt like
17 what we had found too many times we had -- our learning
18 had fallen too much just at that knowledge level.

19 And so with that in mind, we came together --
20 in fact, this is -- we celebrated yesterday our first
21 anniversary of having completed the revision of our
22 priority academic student skills. And let me just
23 describe to you very briefly what we have done on this.

24 We took those 7,000 learner outcomes and we
25 literally took those through a consensus approach. Now,

1 you have to understand that the names written in this
2 document exceed 800, which include common education,
3 vocational technical education, higher education, many
4 community organizations. And they are all listed by name.

5 Over 800 individuals came together, and we
6 literally cut those learner outcomes apart. And we then
7 decided which among those were truly essential for our
8 vision.

9 And we then actually crunched those down to
10 exactly what we feel were the skills and knowledge that
11 really were needed by the students to really find that
12 they could be employable or could move on to higher
13 education.

14 Now, even with that, Superintendent Garrett was
15 not satisfied that even though we had really been very
16 inclusive with these people who had come together -- and
17 when I say in a consensus group, let me assure you it was.

18 And everyone weighed pros and cons on each of
19 these objectives. We voted -- long deliberation -- on
20 each and every one of those skills that were put in here.
21 And many times, via technology, we would have a skill or
22 knowledge written five different times, and we said, Is
23 there any way we say it more clearly? Is there any way we
24 can use an example, because we wanted to be right on the
25 target. If this is what we wanted to have learned, then

1 let's be very complete.

2 But Superintendent Garrett said, unless we go
3 to each of our congressional districts and have public
4 input, then this is not going to be endorsed and supported
5 by the state of Oklahoma.

6 And so literally we traveled to our six
7 congressional districts for input sessions from the
8 public. And over 1,000 came and gave us input regarding
9 this document.

10 And what they said was, in some cases, that we
11 still had some editing needs in there. In some cases, we
12 still needed to have a more clearer explanation of the
13 learning that was to happen. And so because of that, we
14 have also added a glossary.

15 The other thing that we had already embedded
16 within this document was exactly how we were going to
17 test -- a criterion-referenced test that clearly related
18 to these skills and knowledge.

19 There have also been over 200 teachers, again,
20 representative from all those levels of education, who
21 have been working to ensure all the kinds of equity types
22 of questions and issues that, as we built our criterion-
23 referenced test that would test these skills, that indeed
24 we were speaking to the needs of all students.

25 In fact, I will just share just one quick story

1 with you. It was at this point in December when we had
2 our -- our committees were working on this test, and I got
3 home about 10:00 that evening, and I was notified that the
4 Clarion was on fire.

5 And I thought, well, one, either a committee
6 member has set it on fire, and we are going to do away
7 with this particular test, or perhaps there has just been
8 a little, you know, something happening, because there was
9 a lot of renovation.

10 The next day when I came to the meetings,
11 without any hesitation, a representative from each and
12 every one of those committees came to me and said, We went
13 down to be sure that each of these documents were secured.
14 This is the best testing program that we have ever had,
15 and we cleared them, even though we knew we had violated
16 security; we took them out so that they -- nothing -- no
17 harm would come. That is what happens when you get the
18 stakeholders together.

19 Now, this is contained all within this
20 document, and this has been our driving force, the
21 standard for, and this includes and encompasses not only
22 the curriculum, but instruction, climate, and assessment.
23 All these pieces must layer together.

24 And we must be working cooperatively with all
25 levels of education, and I think you will see that this is

1 definitely happening from the very moment of inception of
2 this particular document.

3 One of the other things, as we worked with this
4 document, we provided -- and I have -- I am sure you are
5 very familiar with the Hatch and Buckley [phonetic]
6 amendments, our state and federal law.

7 And we said to our committee members, You treat
8 each and every one of these programs -- you can take out
9 the word "experimental," because if you invade in any of
10 these kinds of rights that these students had, then it
11 will not be a part of this document.

12 So we were very sensitive that we had a balance
13 and a very clear sensitivity of what we should keep in
14 mind as we were developing this document.

15 In closing, what I would like to tell you is
16 that, as we envisioned these skills and knowledge, that
17 must be brought about in all 572 of our school districts,
18 we know that, unless we have teachers, administrators, the
19 community that truly has the skills and knowledge -- their
20 toolbox is sharpened -- unless we have professional staff
21 development that truly links to making this learning
22 happen, nothing is going to work, unless ultimately
23 through this whole effort we touch that learner.

24 Sometimes that learner is a teacher. Sometimes
25 that learner is a parent. Sometimes that -- but most of

1 all, that -- we are looking at that, focusing on that
2 child going through the public education system.

3 But unless we keep this -- and I am looking --
4 if you see what I am doing, this happens to be that
5 Newton's cradle, and I still see this -- unless you get
6 that going and touching that learner, then this is for
7 naught.

8 So what we are engaged in right now is probably
9 the most extensive professional development program this
10 state has ever seen. Through now and through 1995, we had
11 probably the gurus in all of the curricular areas and all
12 of those instructional areas that -- instructional
13 technique areas that really make a difference in students
14 learning.

15 We are bringing them to the state. And let me
16 tell you, our teachers and educators are hungry for staff
17 development. We had to close our reading -- excuse me --
18 our writing conference that we are having next week. We
19 had to close it. We thought we would have between 300 and
20 500. We had over 1,000 applicants.

21 In each and every one of these areas that we
22 are providing for professional development, Oklahoma
23 educators are saying, Absolutely. You are on the money,
24 and we are focused.

25 To summarize, what we have done then is truly

1 say we have one textbook for the state of Oklahoma. And
2 now rather than a professional company coming in and
3 saying, Let me tell you what we have within our
4 educational materials that will really serve you well --
5 that no longer works.

6 We say, You tell us what you have that will
7 make the words from these pages come alive, if it is a
8 resource person.

9 And, for example, with our Native American
10 curriculum, what we have found is that this -- and many
11 of -- among many of our tribes, truly those languages were
12 dying.

13 And in one tribe in particular, there was only
14 one individual who still spoke the native -- that
15 particular language. And so that culture is coming alive
16 because of what we are doing.

17 What we are doing now, we are just going into
18 our state adoption -- formal state adoption. And how
19 wonderful it is that we can truly say that, if you do not
20 have -- in your instructional materials, if they do not
21 speak to what the skills and knowledge that we have as our
22 textbook, don't even bother to bring them forward for
23 consideration.

24 And so now that we are so focused, everything
25 seems to be clicking into place. We are speaking one

1 language, and that is learning. I don't think I have ever
2 in my 30-plus years experience in education been in a
3 moment of time that I believed that change is going to
4 happen in Oklahoma.

5 I just sat in the board of regents meeting this
6 last week, and I watched as they brought many stakeholders
7 represented by -- excuse me -- many business
8 organizations, our common education, the vocational
9 technical schools -- and they came together again looking
10 at what they could do in a particular project to really
11 solidify that spirit of collaboration and cooperation.

12 I am seeing this over and over and over. And
13 so by this time next year, all 572 school districts in the
14 state of Oklahoma are required to have a birth to three
15 parent-training program. That, to me, is extremely
16 exciting, because if we can intervene -- prevention is so
17 important, because of the money and time that we will be
18 saving.

19 We are finding that many counselors are saying,
20 Absolutely, let me be a part of that, because then I can
21 counsel those students with some things that are more
22 related and important to making that connection with
23 skills in the real world.

24 Dr. Roy Peters, who is our state superintendent
25 of vo-tech, speaks of this technology education linkage

1 that is included within this curriculum that speaks of
2 that career awareness from grades six through ten.

3 He speaks to this as being another prevention
4 program, because as these youngsters from six to ten are
5 saying, What relevance are all these skills and knowledge
6 to the real world? We then bring in that relevance, that
7 hopefully we will keep these youngsters in school and on
8 track.

9 So when I -- when you had called and we had
10 visited, this came through my mind as an opportunity to
11 let you know at the national level that, indeed, we do
12 have that broad focus, thanks to the leadership of some
13 very wise visions of focused legislators.

14 The other thing that you need to know, in
15 closing, is that not only did the legislation pass in
16 1990, but in 1991 a historical event happened in this
17 state. Our taxpayers came forward and voted to affirm
18 that, indeed, this was a reform package that they wanted
19 for the state.

20 So not only was it just legislatively
21 generated, it was total state supported. And they are
22 going to find at the end of this ten years that their vote
23 was a vote of confidence for the public education in this
24 state, and they will not be disappointed.

25 DR. MITCHELL: Committee members?

1 MR. TOURE: I just had one question.

2 MS. GOODWIN: Yes, sir.

3 MR. TOURE: The -- and it is not about what you
4 mentioned. It may be in the materials. The certification
5 of teachers in Oklahoma -- there is a governing committee
6 that works on those standards and what-have-you. Is that
7 correct?

8 MS. GOODWIN: That is correct, sir.

9 MR. TOURE: Are there any Hispanic
10 representatives on that committee?

11 MS. GOODWIN: I do not know. I am not familiar
12 with that -- I know the committee is formed, and they are
13 working very diligently on these issues. But I do not
14 know the ethnic composition of that committee. But I
15 could find that out for you.

16 MR. TOURE: Okay.

17 MS. HELTON: We need them.

18 MS. GOODWIN: Yes. You --

19 MS. HELTON: We need them very, very
20 desperately.

21 MS. GOODWIN: I will get those for you. I have
22 marked on this one copy. These are just some particular
23 components that you will find in here that speak to some
24 of the equity issues.

25 You will find that we didn't mince any words

1 about what we were about. And I think that you will find
2 that we are doing exactly what we said we were doing. And
3 I will be glad to get that information for you. And I
4 exceeded my 15 minutes.

5 DR. MITCHELL: Yes. But --

6 MR. GIAGO: Do you have any dropout rates on
7 the protected classes in the public school systems,
8 especially in the Oklahoma City area?

9 MS. GOODWIN: I do not have that information,
10 but I, again, can get that for you.

11 MR. GIAGO: We will need that.

12 MS. GOODWIN: Okay. For the Oklahoma City
13 area, on the dropout -- okay.

14 MR. GIAGO: Dropout rates of the protected
15 classes.

16 MS. GOODWIN: I can get that for you.

17 MS. HELTON: I would like to have the same
18 thing, only for the Tulsa area, and then what you do as a
19 follow-up to the dropouts.

20 MS. GOODWIN: Okay. Great.

21 MS. HELTON: Okay.

22 MS. GOODWIN: One of the things that I
23 understand will also be coming under my school improvement
24 is that new legislation on alternative education. That, I
25 can hardly wait to get my hands on. So we -- and so next

1 time I come, I will guarantee you I will have firsthand
2 information of what we are doing.

3 DR. MITCHELL: This record will stay open for
4 30 days, in case there is anything else we need or we can
5 contact you and let you know.

6 MS. GOODWIN: All right. Absolutely.

7 DR. MITCHELL: Yes. I am sorry. You had --

8 MR. HERNANDEZ: One quick question: When you
9 were talking about the core curriculum --

10 MS. GOODWIN: Yes, sir.

11 MR. HERNANDEZ: -- you mentioned 800 persons
12 took part in developing this. Could you give me any kind
13 of a notion in terms of the protected classes
14 participation input into that in terms of --

15 MS. GOODWIN: Let me tell you, when we designed
16 those committees, not only we went -- we took the state
17 map -- not only did we look at where they were located,
18 but that type of representation was on the committee, the
19 very kinds of things that you are asking about. And we
20 had very clear representation with all the minorities well
21 represented on all these committees.

22 MR. HERNANDEZ: And the disabled?

23 MS. GOODWIN: Absolutely. So those were some
24 issues that we knew at some time people would say, I was
25 not represented, but we can stand and say, Yes, you were,

1 and we can point to those names.

2 DR. MITCHELL: Thank you very much.

3 MS. GOODWIN: Thank you.

4 DR. MITCHELL: Okay. I guess Dr. Hopkins is
5 here.

6 Thank you and welcome.

7 DR. HOPKINS: Thank you, Dr. Mitchell.

8 DR. MITCHELL: And so before you begin, for the
9 court reporter, so -- name and title -- and welcome.

10 DR. HOPKINS: I am Charles Hopkins. I am with
11 the Oklahoma Department of Vocational and Technical
12 Education. I am assistant state director there. And I do
13 bring you greetings from our state director, Dr. Roy
14 Peters. So I know he would want me to do that.

15 Back earlier in the year, for the committee
16 purposes, we provided Mr. Hernandez a considerable amount
17 of material. So if there is something that I don't have
18 for you this afternoon, and he doesn't have it --

19 DR. MITCHELL: I can't imagine that.

20 DR. HOPKINS: -- I will assure that we will be
21 more than pleased to provide.

22 What I would like to do is just briefly cover
23 the areas that he has asked me to cover, and I would like
24 to allow as much time for questions as you would have,
25 because that interaction would be more important than me

1 covering material that you already have.

2 I do think that it is important for everyone to
3 understand the governing structure for education and
4 vocational and technical education in Oklahoma, because it
5 is important and it provides us with one thing that many
6 states don't have, is that we have two constitutional
7 boards, which is the State Board of Education and the
8 State Regents for Higher Education, and their staffs,
9 which are by constitution.

10 But the Oklahoma Department of Vocational and
11 Technical Education and the Oklahoma State Board are
12 statutorily created for the purposes of setting policy and
13 administering vocational and technical education in
14 Oklahoma.

15 That, we believe, has been one of the strengths
16 that we have had in this state. It also is a very close
17 tied link of many years ago to help with the economic and
18 industrial development for the state, that if we can make
19 people more employable, then we are going to help the
20 citizenry as well as business and industry to be more
21 profitable. We create more jobs. We think that is
22 extremely important. So as we look at our mission, that
23 is one of the things that we always tried to do.

24 We have programs now, and the junior high
25 programs that I am talking about are primarily the

1 technology education. We are in 31 junior high schools
2 and eight middle schools.

3 And I cover this because these are relatively
4 new programs in technology ed, and we are using those for
5 career expiration programs. And one of the things that we
6 think that is important, that if individuals have an
7 opportunity to explore careers, they understand them
8 better, and we hope that they will be able to make better
9 choices.

10 We have provided our school-to-work model. I
11 did not bring models today, and now I apologize to you for
12 not doing that. But in our school-to-work model, we feel
13 strongly that you start at the early level, at the
14 kindergarten.

15 And the expiration is things that we have been
16 hearing for 20 or 30 years, Dr. Mitchell, about the fact
17 that, if we can get people aware of careers and talking
18 about them, that they will -- that as they go up and start
19 taking their curriculum, they will take the kinds of
20 things that will start them to preparing better for the
21 workplace.

22 The expiration is, then, the sixth through
23 tenth grade, and we are trying to get students to explore.
24 But by the time they start the ninth grade, we would like
25 for every student to have an educational plan that would

1 allow them to pursue their education regardless of where
2 they want to go or to enter employment regardless of what
3 level they want to enter employment.

4 So if we can accomplish that, maybe we can get
5 the seamless system that we are hearing a lot about today
6 for every individual.

7 We have 439 high schools. And I want to call
8 your attention that the previous speaker represented the
9 State Department of Education. But what many people don't
10 know in Oklahoma is that we offer lots of vocational
11 training in high schools.

12 People see the area schools and they feel that,
13 well, that is where we offer the training. But we have
14 training in 439 high schools. And when I get to the
15 enrollment patterns, you will see we reach far more
16 students in comprehensive high schools than we reach in
17 area vo-tech schools.

18 We have now 50 campuses or sites of area
19 vocational technical schools. There is 29 districts, and
20 those 29 districts have 50 sites. So that gives
21 accessibility to almost every individual in the state of
22 Oklahoma.

23 There is a few pockets, and we are working on
24 that. The panhandle, the three counties there, we have
25 not been able to get the citizenry there to vote a school

1 district. And we have some other pockets in sparse areas.

2 But our state board wants the school made
3 available to every individual, and we will continue to
4 work to try to get that done, because we feel that it is
5 extremely important.

6 So that is our area vocational technical
7 schools that we have. On page 2, you see our enrollment,
8 and I will just briefly go through that and call your
9 attention to what we do.

10 In our high school programs -- and I think you
11 can read your headings -- but we train 70,435 individuals
12 in high schools. That is nine through twelve -- well, let
13 me rephrase that. That would cover our technology
14 education programs, seven through twelve, with that
15 70,435.

16 A predominant number of those programs are
17 vocational agriculture and home economics. So I don't
18 mislead you. In our rural areas, those will be the two
19 predominant type of programs that are offered in our rural
20 schools. Most of those schools are also complemented by
21 the area vocational technical schools.

22 I also think it is important for the committee
23 to have some feel about how credit is offered in the area
24 school. The area vocational technical school does not
25 offer the credit for the classes or programs that students

1 enroll in. That is -- the credit is given in the home
2 high school.

3 So if you go to an area vo-tech school, that is
4 an extension of the curriculum of the home high school.
5 So all the credit is awarded back in the home district.
6 So rather than it being Tulsa County or Tulsa -- or let me
7 get this right now -- Tulsa Technology Center, that it
8 would be Owassa [phonetic] High School that would offer
9 the credit, if it is in the Tulsa area.

10 DR. MITCHELL: So you got used to the name
11 change, too.

12 DR. HOPKINS: I have a hard time keeping up in
13 all of the changes in our names, but I will try.

14 But that is the way that we worked it, and we
15 worked it that way intentionally, because the State
16 Department of Education accredits programs. And so we say
17 that we are an extension of the high school.

18 The intent that we were trying to do was put
19 the expensive high-cost lower enrollment training programs
20 in area vocational technical schools so that we could make
21 a comprehensive program of vocational technical education
22 available to the student population. It is not feasible
23 to duplicate high-cost programs in area vo-tech schools.

24 We believe that if a class-sized unit can be
25 put in a high school, and that it is not a real high-cost

1 training program, that it is better to put a class-sized
2 unit in a high school than an area school.

3 It makes it easier for scheduling, and it makes
4 it easier for the student to have access to it. And you
5 can serve a larger number of students by doing that. In
6 places where we can't put together class-sized units, then
7 the area school makes a very good model for one to follow.

8 Our area schools serve 14,413. That is in
9 addition to the 70,435. So we are running between 14- and
10 15,000 students in our area vo-tech school secondary
11 population. Those are basically juniors and seniors,
12 basically.

13 Then our full-time adult -- and those would be
14 individuals who are going full-time at least three
15 hours -- or 525 hours a semester -- is that we have
16 13,540. It is almost equal to the secondary enrollment --
17 for a total of 98,401 persons. So we serve almost 100,000
18 individuals annually.

19 The last figures that I ran on this -- and I
20 did not put them here -- but we will reach about 56
21 percent of the students before they graduate out of their
22 senior year. In other words, we will see them at least
23 one time during their nine through twelve school years.
24 So we will see about 50 percent of the students before
25 they reach their senior year.

1 The page 3 -- and I would just kind of like to
2 very briefly go through this. And I am setting the stage
3 for our recruitment effort, and I will share with you.

4 One of the things that we have been trying to
5 do is to hire more minorities, and in our state department
6 and in our school systems that we have in the state. And
7 one of the difficulties that we are having is that we are
8 having difficulty recruiting people that come in to the
9 system that have the vocational backgrounds.

10 And one of the things that we are being told
11 over and over again is that "they are not in the
12 pipeline." In other words, they opt out, and that they
13 are not going on.

14 And particularly, if they pursue a higher
15 education degree, many of those individuals -- most of
16 those individuals do not choose any vocational technical
17 career field that they are pursuing.

18 So in looking for employees with many of the
19 jobs that are available that we are having difficulty
20 finding people who even will sign up and come for an
21 interview.

22 So we have been working for about four years,
23 and we are trying to get people into the career paths.
24 And it is the feeling of the communities which -- and the
25 persons that we visit with, that if we can get them into

1 the career paths, then we are going to have a lot more
2 individuals in the pool that we can draw from. So we
3 would like to try to do that.

4 Some recent initiatives that we hope will pay
5 off is that we had two meetings -- and one in the Francis
6 Tuttle area vo-tech school here in Oklahoma City and one
7 at the Canadian Valley -- recently where we invited all
8 the community leaders to a meeting to tell them about
9 vocational and technical education, what we are doing, to
10 see a campus, and talk about the career opportunities that
11 were going to be available for young people.

12 Our information is that the leaderships that
13 were there -- and they were clergy as well as leaders in
14 the community -- they were extremely amazed at the
15 opportunities that would be available and left very
16 enthused and very complimentary.

17 Now what we are going to do is cascade that.
18 We are working for that to happen in the Tulsa area very
19 soon. And then we want to cascade to more of the rural
20 areas.

21 An initiative that was made by some citizenry
22 of the black community is that we had at one time several
23 black ag teachers in the state of Oklahoma, and they look
24 around now and we don't have anyone majoring in vocational
25 agriculture.

1 They came to us and said, Hey, look, we think
2 this is wrong -- is that we would like to try to get more
3 people. And so they approached us with how can you -- how
4 can we help you to get more students that are interested,
5 and particularly to pursue a career in this field.

6 So we are financing their expenses. They have
7 volunteered their services, and they are going to be
8 working and going into schools and talking to young
9 minorities -- and we have extended this to all
10 minorities -- is that they are talking about how
11 vocational education may be a very viable option for them
12 to look at for the future, because I heard you ask the
13 question a while ago about dropouts.

14 Dropouts continue to be a problem to us in
15 Oklahoma. It continues to be a problem, I guess, across
16 the nation, everywhere. And to my knowledge, we haven't
17 found the magic thing yet that it is going to take, except
18 that the literature is showing that if you can interest a
19 student young enough in a career path, and that they can
20 see the opportunity at the end, and someone takes an
21 interest, they are more likely to go through and pursue
22 and go on and enter into the work force by whatever major
23 that they choose to go through.

24 So we want to work in this arena and try to
25 help with our dropout population. Every state in the

1 nation should be embarrassed about the dropouts and not --
2 Oklahoma ranks really good compared to some states in the
3 nation, but we still would like to do better in our state.
4 And we want to try to help that.

5 On page 4 -- and I don't think I want to cover
6 that. You can see what we do from the standpoint of
7 recruitment. And I do want to cover with you that we
8 don't think that we have been successful with the things
9 that we are doing.

10 And we are asking ourselves every day -- and by
11 the way, we have involved advisory committees from the
12 community and all the protected groups to come in and sit
13 down and serve with us and say, Okay, what can we do next?
14 What can we do next? What can we do next? And we will
15 continue to do that, because we have made a commitment,
16 and we are interested.

17 On page 6, you will see a breakdown of our
18 staff. We have been downsizing for the last three years
19 in our department, and I only have one-year data, which
20 was a year ago. We are less staffed today than we were a
21 year ago. It looks like that we will stabilize someplace
22 around 430 to 435 staff positions.

23 But with downsizing, we have not hired a whole
24 of new individuals. In other words, we are not in a
25 growth pattern, as we have enjoyed in the past. But we

1 look at our information, and we truly would like to do
2 better. And I will share that with the committee.

3 MS. HELTON: May I ask a question on this,
4 please?

5 DR. HOPKINS: You certainly may.

6 MS. HELTON: I notice that you have listed here
7 on the Hispanic column that you have three. May I ask in
8 what capacity are they employed?

9 DR. HOPKINS: I do not know.

10 MS. HELTON: I mean, are they teachers,
11 janitors, or whatever?

12 DR. HOPKINS: They would be -- I know that in
13 our skills centers we have some instructors. We do
14 operate skills centers -- DMA training centers and skills
15 centers. We do have some instructors. And our media
16 staff, I don't know. Again, I can find that out for you.

17 MS. HELTON: Would you, please?

18 DR. HOPKINS: Yes.

19 MS. HELTON: Okay.

20 DR. HOPKINS: I am thinking do I have any that
21 are -- I think that there is one that works with our
22 maintenance. Matter of fact, I know we have a Hispanic
23 that works with maintenance.

24 MS. HELTON: Okay.

25 MR. GIAGO: Dr. Hopkins, I have one.

1 DR. HOPKINS: Yes.

2 MR. GIAGO: The same thing I would like to have
3 for your American Indians. I am glad you got American
4 Indians rather than Native Americans -- American Indians.

5 DR. HOPKINS: On how many that are employed and
6 what positions?

7 MR. GIAGO: Yes. And can they prove that they
8 are --

9 DR. HOPKINS: Those will be professional
10 positions and instructors. I know that one.

11 MR. GIAGO: And can they prove that they are
12 American Indian -- I mean, documented proof, because we
13 have a problem --

14 DR. HOPKINS: I think so.

15 MR. GIAGO: We have a problem across the
16 nation, and Oklahoma can be notorious for that, for
17 claiming Indian but cannot prove it.

18 DR. HOPKINS: Yes.

19 MR. GIAGO: Somewhere back in their --

20 MS. HELTON: Great, great, great, great --

21 MR. GIAGO: My great, great grandmother was a
22 Cherokee princess -- and that is --

23 DR. HOPKINS: If I remember the definition,
24 anyone who has ever had an ancestor on the tribal roll --

25 MR. GIAGO: The Cherokees never did have

1 princesses, by the way. But, anyway, I need --

2 DR. HOPKINS: But they are in professional
3 positions.

4 MR. GIAGO: I need to have that within the 30
5 days that you have got allowed here.

6 DR. HOPKINS: Now, what is the specific
7 question you are asking? What positions they have and can
8 they document that they are Indian?

9 MR. GIAGO: Can they prove that they are
10 American Indian? Are they enrolled members of tribes?
11 They can do that.

12 DR. HOPKINS: I don't know that we will have
13 that data.

14 MR. GIAGO: They have it.

15 MS. HELTON: They have it.

16 MR. JENKINS: The question being --

17 DR. HOPKINS: Well, they may have it.

18 MR. GIAGO: Yes. That is what I mean. Can
19 they identify it?

20 MR. JENKINS: In collecting your EEO data, do
21 you depend on self-identification or documentation? I
22 think that is --

23 DR. HOPKINS: Self-identification.

24 MR. JENKINS: Well, that answers the question.

25 MR. GIAGO: Yes. That answers it, but does not

1 show me anything that you have got 16 there. Example:
2 Oklahoma City claimed we had -- downtown offices had 17 to
3 31 American Indians. Going through that whole office
4 procedure, looking at anyone, for example, just visually,
5 they had one Indian there, and I knew that person.

6 DR. HOPKINS: Yes. We will be more visible
7 than that.

8 MR. GIAGO: That is right.

9 DR. HOPKINS: We will be more visible than
10 that, I assure you. So --

11 MR. GIAGO: I think documentation is going to
12 be a good key thing. On my recommendations to the
13 commission is going to be that anyone claiming, as far as
14 affirmative action and EEO, should and better have
15 documented proof that their people that claim Indian are
16 Indian and show that. They can do that. So that is going
17 to be very serious.

18 DR. HOPKINS: I understand.

19 MR. JENKINS: It is a different story for
20 Hispanics.

21 MS. HELTON: Same way with Hispanics.

22 MR. JENKINS: No. It is a different story.

23 MS. HELTON: Hey -- well, we can go on that
24 later.

25 DR. MITCHELL: You are talking about the

1 federal guidelines on that.

2 MR. JENKINS: Federal guidelines on that.

3 MR. TOURE: I don't know if I can prove I am
4 black or not. He asked me.

5 DR. MITCHELL: Well, you have problems.

6 MR. TOURE: Yes. I have got problems.

7 I have two questions, Doctor.

8 DR. HOPKINS: Surely.

9 MR. TOURE: One was the -- your assessment that
10 the recruitment efforts have not been successful. Why or
11 what have you found to be a problem, other than not having
12 folks in the pipeline? I assume that there is somebody
13 who would apply who are -- who may be capable of applying.

14 Is it income or -- pardon me -- salary or
15 fringe, or what is the problem?

16 DR. HOPKINS: I really think truthfully that
17 the educational system has been a vehicle -- this is what
18 I think that it is: because they don't choose it for a
19 career.

20 That vocational education has been looked upon
21 with the image that it is a low-paying occupation, that
22 the status has not been what it should, which is something
23 that we have had to work with since 1917, that when they
24 choose to pursue a career that they choose not to opt to
25 go into one of the career professions of vocational and

1 technical education.

2 And, you know, that is not just true of any
3 protected group. That is true in general.

4 MR. TOURE: Let me ask you -- and perhaps I --
5 you have explained; I just missed it. Are we talking
6 about being employed by school systems -- public school
7 systems in that area or by the separate vocation
8 department?

9 DR. HOPKINS: By both. Is that -- we have done
10 better in the school systems, and particularly, we do
11 better in the metropolitan areas than we do in the rural
12 areas.

13 But it has been both that they -- that when you
14 look at the -- if you go to OSU or Central State, you
15 won't find anyone majoring in the vocational technical
16 career teaching fields.

17 MR. TOURE: Okay. Just a quick follow-up on
18 that, and then let me get to my second question. And I
19 don't mean to cut you off.

20 DR. HOPKINS: No. That is fine.

21 MR. TOURE: I know that a lot of folks have
22 questions.

23 How do you plan, if you can, to get around the
24 state hiring freeze if, for example, I brought four or
25 five people that were qualified to you? Four or five

1 people came into the door, and one was Native American,
2 one was American Indian, one was Hispanic, one was Asian,
3 and so forth, and they met all the criteria. How could
4 you could get around the hiring freeze?

5 DR. HOPKINS: The way that we apply now to the
6 secretary of education, and if they allow us to hire, then
7 the position is posted and it is open. Then we recruit
8 and then we hire from the recruitment.

9 MR. TOURE: Okay. Thank you. The question
10 that I wanted to ask you about that is not in your
11 material is, as I understand it, each vocational technical
12 school has a district that it operates in. Is that
13 correct?

14 DR. HOPKINS: That is correct.

15 MR. TOURE: And each district school, then, can
16 determine what courses it will offer if certified or
17 authorized by the state department?

18 DR. HOPKINS: If approved by the Oklahoma State
19 Department of Vocational Technical Education.

20 MR. TOURE: Are you familiar or aware of any
21 allegations that some schools -- I think Francis Tuttle
22 might be one of those -- has been accused of limiting the
23 number of slot in classes in order to keep minority
24 students away? After so many slots are open, then folks
25 from outside the district can come into the school?

1 DR. HOPKINS: The -- and this was because of an
2 issue several years ago -- there is a reciprocal agreement
3 in Oklahoma County among all the schools -- but it is no
4 slots -- is that, on space available, any student from any
5 district can attend any program in any of the metropolitan
6 areas in Oklahoma City that, if a school doesn't have a
7 program, then they can enter another program. And that is
8 a reciprocal agreement.

9 And, you know, this is my next -- we do civil
10 rights compliance every year. I have not heard that
11 complaint. The biggest problem you have in an area
12 vocational technical school -- and if you will think with
13 me -- we always have many more applicants for the
14 positions that is available in a single teacher program,
15 generally speaking -- not always, but almost always --
16 than we have the ability to serve.

17 If you have 150 people want to sign up for a
18 program, which we have had, and you have 15 openings, then
19 you have got 15 openings. And in the -- since 1979, we
20 have looked at the admission policies to make sure that
21 there are no barriers or no discriminatory practices.

22 MR. TOURE: Well, I guess I am asking that --

23 DR. HOPKINS: But it is tough if you don't get
24 a slot.

25 MR. TOURE: Well, I guess one of the things

1 that -- I probably missed it -- but sometime during the
2 presentation about vocational education is that it is
3 being touted and we want to provide opportunities for
4 people who are locked out right now, who are dropping out,
5 who don't have employment opportunities, and vocational
6 education is a way to get over that barrier, if you will.

7 And if a district -- let's say in the middle of
8 Oklahoma City or northwest, where there are no Indian
9 people; there are no Hispanic people, or very few; there
10 are no blacks, or very few -- and the slots are limited,
11 and they can't get in, they have to go another vocational
12 educational system that does not provide the facilities
13 and wherewithal and what-have-you, then aren't we still
14 doing the same things that we have problems with in public
15 education, where some schools are good schools, and some
16 schools are bad schools, and the bad schools are the ones
17 that provide education for minority students?

18 DR. HOPKINS: Well, let me ask you a question
19 first. We do have districts, and districts are tax based.
20 And the taxpayers of the community do have the slot
21 privileges, because they are taxpayers. That is the way
22 it is set up. They voted the tax upon themselves they are
23 taxing.

24 The individuals that come from outside of the
25 district have to pay the share of the costs of that, and

1 they do not get preference if they live outside of the tax
2 base district.

3 And if their situation is there, then that
4 would be true, that preference would be given to
5 individuals who were within the tax base. But, you know,
6 if you are asking me -- I know of very few instances where
7 individuals can't -- or I don't know if I know of any
8 instances where individuals can't pursue a program even
9 with the tuition base.

10 But that is the way the law is set up, and that
11 is the way the districts are formed. And I think you
12 understand that.

13 If you are outside of the district and you
14 apply for that, then if it is filled from constituents
15 within the district, then you would not have an
16 opportunity to attend during that semester.

17 DR. MITCHELL: Yes. Right here. Yes, Mr.
18 Maletz.

19 MR. MALETZ: I would like to ask if the -- if
20 there is any system-wide planning being done to provide
21 special programs to meet the needs of students with
22 disabilities?

23 And by that I mean, not just making sure that
24 sites are accessible for persons in wheelchairs or
25 whatever, but are there any -- are programs being designed

1 in such a way as to accommodate persons who have severe
2 disabilities, but who could benefit from a program and
3 become employable if it is handled in the right way?

4 Is there -- are resources being targeted to
5 this? Are the schools aware of the need to show some
6 flexibility in handling these kind of students and
7 preparing them for some kind of job or employment?

8 DR. HOPKINS: Ms. Melanie Ack [phonetic], that
9 I brought with me this afternoon, works full-time in this
10 area in servicing and doing that.

11 Every program that we have -- and I am not just
12 saying this. Every program that we have -- the enrollment
13 is open to anyone with disabilities and that if they go --
14 that when they go through the individual education plan
15 arrangement correctly, and that they can benefit from the
16 program, then the supplemental services are provided to
17 enhance them to go through that program.

18 And that, if you will look at the enrollment,
19 you will see a sizable number of individuals that are
20 being served.

21 The key that we believe that if truly an
22 individual education plan, if you go through the right
23 assessment process, you go through the right way of making
24 that individual education plan, then a determination can
25 be made on the programs that those individual can benefit

1 from. Then they are enrolled in those programs.

2 DR. MITCHELL: You do monitor the area schools
3 on this.

4 DR. HOPKINS: We monitor all the schools.
5 Anyone offering vocational and technical education are
6 monitored.

7 MR. MALETZ: And if a student or the student's
8 parent or guardian or whatever felt that the school was
9 not providing sufficient -- not showing sufficient
10 flexibility to deal with their needs, do they have a right
11 of -- do they have some way of appealing a decision or
12 pushing ahead to get a review of that --

13 DR. HOPKINS: You bet.

14 MR. MALETZ: -- or seeking some adjustment?

15 DR. HOPKINS: Yes.

16 MR. MALETZ: How would they do that?

17 DR. HOPKINS: And we have -- we do have that
18 occur, in that we do have those occasions which we look.

19 MR. MALETZ: How would that --

20 DR. HOPKINS: But correct me if I am wrong, but
21 the parent alone does not have the say in one's individual
22 educational plan, that it is a team of trained experts
23 that is supposed to have that. The parent and the student
24 is only one member of that team. But they do have a right
25 for appeal.

1 DR. MITCHELL: You are talking about
2 assessment -- an assessment of the --

3 DR. HOPKINS: For assessment and the
4 composition of the individual education plan. But, yes,
5 they do, and they do appeal.

6 MR. MALETZ: And how would they do that? To
7 whom do you make that appeal?

8 DR. HOPKINS: They register it first with the
9 school, and then there are times that that is registered
10 with us. And we go out and look to see that all the
11 correct procedures have or have not been followed.

12 (Pause.)

13 DR. HOPKINS: I can elaborate more if you wish
14 for me to.

15 MR. MALETZ: Well, I am guess I am trying to
16 get a sense as to whether there is sufficient flexibility,
17 if it has -- one of the themes that we have heard today is
18 that sometimes the schools are not receptive enough to the
19 needs of persons with disabilities.

20 And there is a problem of flexibility, if they
21 are not willing to make sufficient accommodation or
22 provide a little bit of extra resources or whatever might
23 be needed to make it possible for such a succeed.

24 DR. HOPKINS: I think the key that we believe
25 is that you set up your program and your career path and

1 your standards and that you have a process of assessment
2 that you go through.

3 And you have, as you are aware, your individual
4 education plan, and that if that process is correctly
5 followed, 95 percent or 99 percent of all the problems
6 will be solved, if that process is followed.

7 What we find in an appeal or where someone has
8 had difficulty in that either teacher, school, individual,
9 anything that has occurred has usually been when the IEP
10 process has not been followed appropriately, and that the
11 student -- that the program is not appropriate for the
12 student and the placement was not appropriate for the
13 student, when you really look at it.

14 When we get people to sit down and really look
15 at that, then that is the key. We believe and are working
16 full-time to in-service and with the State Department of
17 Education on how to go about making that IEP process more
18 meaningful for everyone.

19 Many times a parent will want a student
20 enrolled in a program -- and, I mean, I can give you real
21 incidents -- and they just know that this is where they
22 want it.

23 Then we take them in and we show them machinery
24 and the things that they are going to be around, and the
25 first thing they would say, There is not any way that my

1 child would be safe in this environment.

2 But before they saw the program and saw the
3 training and saw the things that are involved, they were
4 just sure that that was the way it wanted to go. And so,
5 you know, that appropriateness, to us, in doing the
6 individual education plan is something that we want to
7 work doubly hard on and are working doubly hard -- is that
8 we are committing lots of resources to try to get that
9 process followed appropriately.

10 And you can correct me if I am wrong, but we
11 don't believe that you water down curriculum and do
12 anybody a service by enrolling them in a program, because
13 if they are going to become employable they got to meet
14 the standards for employability.

15 So those standards for employability is where
16 we start. And then any kind of supplemental service or
17 any kind of adaptation or modification is that there are
18 resources available and that the IEP will cover those
19 things. When they short-circuit the IEP, we generally
20 find problems.

21 DR. MITCHELL: Anything else?

22 MR. JENKINS: Yes. I have a couple questions.

23 This morning we heard from a speaker -- I think
24 he attended the session that you invited some
25 representatives in from, I guess, the minority community

1 to meet with the administrators of the voc educational
2 staff.

3 And in his discussion this morning, he talked
4 about the concern -- and you hit on it, too -- about the
5 lack of commitment, the lack of recruiting and the
6 problems in recruiting minorities.

7 He also mentioned the fact that there will --
8 did not have that -- some special services available, like
9 transportation, for one thing, in trying to bring persons
10 of the minority community to some of the training programs
11 in the vo-technical schools.

12 Is that something that you can do, or have you
13 talked to others about that? Is that a concern? How do
14 you address that?

15 DR. HOPKINS: If they are a secondary
16 student --

17 MR. JENKINS: We are talking -- not a secondary
18 student -- outside of secondary.

19 DR. HOPKINS: That transportation is provided.
20 We also have provisions for adults to ride the bus from
21 the destination school to the school. So, you know, we
22 got special legislation to allow adults to ride the bus.

23 Depending on the type of financial aid that one
24 qualifies for, whether it be JTPA, whether it be displaced
25 homemaker -- there are other financial revenue available

1 that would assist individuals in doing that, all the way
2 to bus passes -- you know, I can name several different
3 approaches that are being used.

4 MR. JENKINS: Okay. Well, what were some of
5 the other concerns raised by those representatives in that
6 meeting I think you mentioned earlier, also?

7 DR. HOPKINS: There are lots of barriers, and
8 they are all not ours. So please let me know -- if an
9 individual qualifies for student financial assistance and
10 you are a clock-hour student -- you have to have
11 attendance policies for the school.

12 The attendance policies for anyone that is
13 qualifying for a Pell grant or a thing along that line --
14 the attendance policy has to be the same for all students.

15 You can't make any exceptions and still be able
16 to qualify. So you can't have a set of attendance
17 policies for a protected group or for a displaced
18 homemaker that is not the same for everybody. And that is
19 a little different.

20 You also can't award all the grant unless you
21 want to take some of it back before the individual
22 completes a certain amount of schooling and -- so clock-
23 hour attendance for students is different than credit-hour
24 students, when you qualify for a Pell grant.

25 Many times one of the factors that we get into

1 with transportation and many other things is that all of
2 these things that we have to do to qualify for financial
3 assistance gets violated. Then they will say, Well, we
4 don't have the money for that.

5 But we are not allowed -- and I am not saying
6 it -- we are just not allowed to make several privileges.
7 The schools are not allowed; it is not us. The schools
8 are not allowed to do that. So whatever the policy is
9 policy for everyone.

10 MR. JENKINS: Well, is that policy -- the
11 statement you just made -- well known to representatives
12 of the minority communities or protected classes, because
13 so often --

14 DR. HOPKINS: Probably --

15 MR. JENKINS: Sometimes programs can get a bad
16 rep by not knowing the information.

17 DR. HOPKINS: Probably not.

18 MR. JENKINS: Okay. How would you go about
19 informing them -- informing the community?

20 DR. HOPKINS: I would hope that some of the
21 efforts that we are doing where we are identifying the
22 leadership and we are providing them information and that
23 we really are reaching out now and that we are making them
24 more aware that they -- we find that they -- we hope that
25 they will be away that weekend and reach that population.

1 You can put it in news media. You can send
2 things home. You can try to go through -- you know, you
3 can go many different ways. But it doesn't always get to
4 the people who need -- that it needs to get to.

5 So what we are trying to do is do the community
6 involvement kind of thing, which we would hope would have
7 some effect.

8 MR. JENKINS: Okay. One last concern that I
9 have, and it concerns the training for the year 2000. And
10 given what we have heard today and even what exchanged
11 earlier here about claims and allegations of racism or
12 discrimination or things of that nature, what is the
13 vo-technical education system doing to develop some type
14 of human relations training or curriculum in concert with
15 the technical training that you are providing?

16 Are you aware? Are you doing something in that
17 area, or just not really concerned, or you are concerned
18 and not doing anything about it?

19 DR. HOPKINS: Elaborate a little more so I will
20 understand what you are asking me.

21 MR. JENKINS: Okay. Exactly -- in the sense of
22 curriculum development, so often we stick to the core
23 courses in vocational education. We deal with various
24 training components. We forget about the human relations
25 aspect.

1 How do folks get along? How do people work
2 together? If you have a white supervisor, how do you get
3 along with that person? Or if you have a minority
4 supervisor, how well or what are some of the things that
5 you should be aware of -- the diversity type training?

6 DR. HOPKINS: We will be integrating that into
7 a curriculum -- are and will be continuing to do that.
8 Conflict resolution is one of the things that we feel ---

9 MR. JENKINS: That is a catchall these days.

10 DR. HOPKINS: Well, maybe so, and maybe what I
11 am saying is not relevant. But we believe that one of the
12 problems that we are having with juvenile and with the
13 dropout and with some other things that we are facing is
14 conflict resolution that is not being resolved early in
15 the -- and we are not in charge of the early elementary
16 years in school. So please let me tell you that.

17 But some information that I read, that if you
18 don't reach those individuals before they get into the
19 third grade, or three to five years old, you are probably
20 going to have difficulty ever reaching if you are going to
21 resolve conflict. And the older they get, the more
22 difficult it is going to get.

23 But the more that we can make people aware of
24 the diversity -- and there is cultural diversity -- and
25 that we do need to talk about that in the employment

1 world -- the workplace itself is changing, also -- and
2 that what the work force is going to look like in year
3 2010, or 2000 even, is not the way it is going to look
4 today.

5 And so what we are trying to do is, within our
6 curriculum approach, -to make people aware about what the
7 work force is going to look like, what is going to be
8 required, what are going to be the actual educational
9 requirements for jobs who are going to pay economic self-
10 sufficient wages.

11 And so I do agree with you. And, yes, we are
12 probably the largest vocational curriculum development
13 entity in the nation, outside of the military, at Oklahoma
14 Department of Vo-tech. A lot of people do not know that.
15 We have very fine curriculum development capability.

16 And we do stay on the cutting edge of most
17 curriculums and with the activities that are taking place
18 and what is required in the workplace. I hope we do a
19 good job of forecasting what it is going to look like.

20 MR. JENKINS: We will see.

21 DR. MITCHELL: Are there other questions?

22 MS. FIST: Yes.

23 DR. MITCHELL: Oh, I am sorry. Yes. You never
24 got yours the first time.

25 MS. FIST: Thank you. You are always leaving

1 me out.

2 I see that vo-tech has 13 skill centers for
3 inmate population. We heard today that that population is
4 growing. Are you planning to provide services across the
5 state, or what -- do you have any plans for inmate
6 populations?

7 DR. HOPKINS: Yes. But our plans are pretty
8 much hinging on what the state legislature appropriates
9 for us to be able to do that.

10 And that -- we are conducting it in -- all
11 except one of those, and it has just been voted in to
12 the -- a skill center that you are looking at -- but in
13 inmate training centers, they are all behind prison walls
14 right now.

15 MS. FIST: Yes. Right.

16 DR. HOPKINS: And that we are growing -- we did
17 get an appropriation to expand that this year, and so --

18 MS. FIST: Okay. That is a separate
19 appropriation, then, from your general fund.

20 DR. HOPKINS: That is -- it is a line-item
21 appropriation in our budget.

22 MS. FIST: I did not realize that.

23 DR. HOPKINS: It also is done in conjunction
24 with the correctional system. In order to expand your
25 program, you have got to expand your facility.

1 MS. FIST: Right.

2 DR. HOPKINS: And that takes capital
3 investment. And probably the program is the easiest part
4 of the thing to put in, but the capital investment for the
5 training facility becomes a requirement for the
6 departments of corrections. And so in order to make that
7 grow sufficiently, it does take a large amount of capital
8 investment.

9 And I think you know the status of our prison
10 population in Oklahoma.

11 MS. FIST: I do.

12 DR. HOPKINS: And so that is not -- and I might
13 also say, with the constituency, evidently it is not a
14 real -- it is an alarming fact that it is growing, but it
15 is not something that we care to --

16 MS. FIST: To address --

17 DR. HOPKINS: -- to address.

18 MS. FIST: -- at this time.

19 DR. HOPKINS: It is growing alarmingly.

20 MS. FIST: Yes, it is.

21 DR. HOPKINS: It takes approximately \$15,000 a
22 year to incarcerate -- about \$15,600 a year per prisoner.

23 MS. FIST: All right. Do you --

24 DR. MITCHELL: But you can do it much cheaper,
25 can't you?

1 DR. HOPKINS: That is just to incarcerate them.
2 That is not training them.

3 DR. MITCHELL: Well, I mean, the training.

4 DR. HOPKINS: Yes.

5 MS. FIST: Do you count your 13 centers in your
6 total number of facilities that you gave us on this --

7 DR. HOPKINS: I did not put the skill centers
8 on this enrollment. No, ma'am, I did not.

9 MS. FIST: Okay.

10 DR. HOPKINS: We train about 4,000 -- a little
11 over 4,000 in those 13 centers annually.

12 MS. FIST: That is more than I expected.

13 DR. HOPKINS: I will verify that, and if I am
14 wrong, I will -- matter of fact, I will give you the
15 actual information for the committee, because that is what
16 I remember, but --

17 MS. FIST: Do you have any follow-up on the
18 success rate with that?

19 DR. HOPKINS: Yes. We have recidivism rates
20 and -- that we can provide.

21 MS. FIST: Thank you.

22 DR. MITCHELL: Okay. Just one last thing, and
23 I will throw this slow fast -- slow hardball. There is
24 territories, in terms of education, in this state, and you
25 gave a division of how the education system is set up with

1 the statutory requirements of the vo-tech and then the
2 constitutional requirements of higher education and also
3 the state superintendent's office.

4 In the vo-tech education, there are things that
5 you need from students before you can teach them the
6 skills. They have to know how to read. And we had a
7 question here today about bilingual education, in terms of
8 getting Hispanics in or Asians. There were very serious
9 questions there.

10 What is happening, or is anything happening, to
11 cross those barriers, in terms of the three agencies
12 getting together and discussing their overlapping
13 interests, because there are some territorial things
14 involved in this, which no one talks about publicly, but
15 it goes on politically.

16 Would you want to comment on that? And I see
17 the state regents office here later, so he will get to
18 comment on this, too. He will get a chance to respond.

19 DR. HOPKINS: I see more collaboration today
20 than I have ever seen in the history since I have been
21 involved in vo-technical education, 25 years, or in
22 education in Oklahoma.

23 I do see us looking at the individual, and I do
24 see us working to try to bring ourselves to look at not
25 duplicating, maximizing the resources, and taking the

1 client -- the individual as a person that has a right --
2 not has a right -- that we want to move through the system
3 with a minimum amount of effort and a minimum amount of
4 dollars.

5 I think that is -- I think it is a real
6 positive mood. We are in educational reform in the state
7 of Oklahoma. I think the nation is in educational reform,
8 in addition to that.

9 What one needs to pursue a career today is not
10 the same as even five years ago -- is that, unless they
11 are academically prepared, they are neither going to be
12 able to enter into the work force with a job level that is
13 going to pay them enough wages that they won't be on some
14 kind of public assistance -- and if we do this
15 appropriately, the individual should be able to pursue
16 their career in a vocational track, and then that should
17 also not hinder them at all if they want to pursue a
18 higher education degree, because their preparation ought
19 to be the same.

20 And if you look at the requirements that we
21 talk about today -- if you look at requirements for
22 continuing education to a higher level, or whether you are
23 looking at it preparing yourself for a high-technology
24 occupation, high-performance occupations, which are being
25 talked about across the nation, you will find very little

1 difference in the real "academic" preparation that one
2 needs.

3 I think we are realizing that. I think we will
4 move toward it.

5 DR. MITCHELL: What is the impact of 1017 on
6 vo-tech? Has there been any --

7 DR. HOPKINS: Pardon?

8 DR. MITCHELL: What is the impact of 1017 on
9 vo-tech -- HB 1017? Has there --

10 DR. HOPKINS: I think the major impact of 1017
11 is the guidance in the counseling area that has been
12 required. I think we are attracting more people into the
13 profession as a result of helping increase a little bit
14 with the salary -- probably not enough yet, but in that
15 area.

16 I don't know that class size and the
17 consolidation has impacted that much at the present time.
18 But guidance is a big one.

19 DR. MITCHELL: Well, thank you very much. We
20 appreciate your time.

21 DR. HOPKINS: Thank you all very much. I
22 enjoyed it.

23 DR. MITCHELL: Yes. Okay.

24 As we are moving along at a snail's pace, do
25 you need to take a break?

1 Okay. Then I think Mr. Joe Glenn?

2 (Pause.)

3 DR. MITCHELL: I haven't seen you in a long
4 time.

5 MR. GLENN: How are you, Dr. Mitchell and
6 panel?

7 DR. MITCHELL: How are you doing?

8 MR. GLENN: I may have to ask you to bear with
9 me. I have recently gone through some chemo and radiation
10 treatment, and my throat is just healing up. So I may
11 have a little difficulty speaking at times.

12 Originally, I was supposed to be the backup,
13 but the main person is not here. He was called away for
14 something just as pressing and -- oh, that would be a big
15 help. Thank you.

16 DR. MITCHELL: It is for the record.

17 MR. GLENN: Okay. How have you been? Good to
18 see you again. It has been years.

19 (Pause.)

20 MR. GLENN: But I am Joe Glenn. My primary job
21 with the state JTPA agency is I manage the dislocated
22 worker program. Secondary responsibilities deal with
23 ensuring that our subcontractors are aware of and have in
24 place methods of administration that give reasonable
25 guarantee that they will follow civil rights laws and

1 equal opportunity procedures.

2 I was under the impression that the committee
3 needed some more information and some more documents. I
4 was not made clearly aware of just exactly what that was.
5 However, today what I would like to do is to find out for
6 sure just what additional documents might be needed, and
7 if there are any specific areas of concern, that if I
8 can't address here in person, that we might provide some
9 documentation on later.

10 But essentially I would like to give you a
11 general view of just what the program is all about and how
12 we administer from the state level.

13 As you are aware, programs under the Job
14 Training Partnership Act, which we lovingly call JTPA, are
15 under the responsibility of each governor of a state, who
16 in turn directs an agency to administer the JTPA program.

17 In our case, the governor directed the Oklahoma
18 Employment Security Commission to administer the JTPA
19 program. Our division is, therefore, within the
20 boundaries of the Oklahoma Employment Security Commission.

21 We operate under a state job training
22 coordinating council, which is made up of mandated
23 representatives from different parts of the community,
24 from government, from education, from substantial segment
25 representation, from community-based organizations -- a

1 general board that is brought together to oversee the
2 operations of each state Job Training Partnership Act
3 program.

4 What we administer essentially under the act --
5 under Title 1, of course, it provides us our
6 administrative procedures and our guidance for older
7 workers programs.

8 Under Title 2, we have the guidance for adult
9 training programs and youth year-round summer programs and
10 employment programs. Title 3 is the dislocated worker
11 program, which is designed to assist workers who are faced
12 with unexpected job loss: mass layoffs, business
13 closings, such as we are going through right now.

14 And, of course, Title 4, is the nationally
15 administered programs, such as your American Indian
16 programs, migrant seasonal farm worker programs, veterans
17 programs, and the like.

18 So under those four titles is generally the
19 concept of the Job Training Partnership Act. Our
20 function, in a few terms, is to prepare unskilled youth
21 and adults for entry into the labor market at the most
22 appropriate salary level and professional level as
23 possible for the individual we are working with.

24 Oh, thank you very much.

25 (Pause.)

1 MR. GLENN: Now, as I pointed out, our
2 headquarters, so to speak, is the Oklahoma Employment
3 Security Commission. We subcontract with 13 program
4 operators in this state that have programs virtually in
5 every county in this state, and if not in every county,
6 there is access through every county somehow. - -

7 These programs are administered by local
8 private industry councils, which are made up of
9 essentially the same as our state job training
10 coordinating council, that we have business, labor,
11 education, community-based organizations, and the like
12 represented locally.

13 The local councils actually administer the
14 programs, in terms of hiring staff, professional training,
15 at least at the local level, determining where and when
16 the funds will be expended and how, and finally for making
17 sure that each of these programs is operated within the
18 guidelines that we establish for equal opportunity and
19 civil rights.

20 What this entails is as a result of the recent
21 issuance of our -- let's say -- implementation of the
22 Civil Rights Act through the Department of Labor's
23 Directorate of Civil Rights -- I think it is 29 CFR Part
24 34.

25 In there, they give us nine points that the

1 state must attend to in order to offer a guarantee that we
2 have reasonable administrative methods in place that will,
3 at least, give assurance that we are trying to adhere to
4 civil rights laws and to equal opportunity policies.

5 And we did provide the commission with a copy
6 of that overall document; however, let me elaborate just a
7 little bit, providing my voice lasts. This has been an
8 ordeal. I am -- this kicks me right in the head, because
9 I am an old-time broadcaster, and without my voice, I feel
10 naked.

11 DR. MITCHELL: I understand that.

12 MR. GLENN: You know, just -- but it is --
13 everything is okay, and it is coming back to normal. And
14 a year ago I could just barely whisper.

15 But, in any event, what we have given as a
16 guarantee with regard to the Department of Labor and the
17 Directorate of Civil Rights deals with, as I said, these
18 nine points.

19 First of all, that we have designated an
20 individual -- a responsible individual that is in a higher
21 level chain of command to administer the equal opportunity
22 program for the state, as far as JTPA is concerned; that
23 we have developed and distributed policies and procedures
24 dealing with civil rights and equal opportunity
25 procedures; that we have developed these methods of

1 administration and provided them to our local
2 subcontractors, so that they might in turn develop this
3 same set of standards to operate their local programs.

4 The second element dealt with communicating
5 policy and training staff. The communication of policy --
6 excuse me -- is done through what we call a state issuance
7 system.

8 For all the pertinent information with regard
9 to policies, procedures, and so forth, we have an official
10 issuance system, which is a numbered, dated system that
11 provides information to all our directors and to
12 appropriate staff on what is going on in the program.

13 As far as training is concerned, we have annual
14 training with regard to civil rights and equal opportunity
15 procedures, and at these training sessions, we
16 specialize -- or that is we concentrate on areas that are
17 of pertinent interest.

18 For example, you mentioned work force
19 diversity. More than a year and a half ago, all our
20 subcontractors received training through the Department of
21 Human Services on work force diversity. So it is not a
22 new issue to them.

23 I am not saying that it has been a panacea to
24 solve all their problems. But it is an awareness thing,
25 such as, for example, with the Americans With Disabilities

1 Act.

2 We can't say that everything under the act is
3 perfect; however, we can say that our subcontractors have
4 been trained and made aware of the act and made aware of
5 their responsibilities with regard to that act, and aware
6 of the penalties that could result as a fact if they do
7 not comply with that act.--

8 So our training is not so much as kick them and
9 run, but as making them aware of what the law is, making
10 them aware of where to go when they have problems, and
11 making them aware of the fact that our office is available
12 should they need technical assistance or advice, which we
13 gladly provide.

14 In addition to communicating policy and
15 training staff, we went a step further, as far as our
16 program is concerned, and wrote personal letters to
17 representatives of all local community-based
18 organizations, to some state-wide organizations that we
19 knew of, inviting participation in the planning process
20 for JTPA programs, inviting input with regard to
21 recruitment, and encouraging representatives of
22 substantial groups in the state to contact our local
23 program operators if they have any questions or any
24 concerns.

25 A copy of the letter that we use is included in

1 that overall methods document that we provided the
2 commission sometime back.

3 And I might add that I have heard from some of
4 the representatives that we wrote letters to, wanting to
5 know, Are you guys for real? And, well, if you -- if we
6 hadn't said anything, we wouldn't be for real. But the
7 mere fact of inviting -- that tells me that we are for --
8 real and that we have got to be prepared to expect
9 questions, to expect input, and to expect involvement.

10 In some areas it is happening; other areas, it
11 is not. But we are hopeful that in coming months as this
12 program evolves -- and as you all know, it is evolving --
13 that that total coverage will be there somehow.

14 But we are making an effort to make sure that
15 the awareness is out there, that we know what cultural
16 diversity is, that we know what the new edicts under the
17 Americans With Disabilities Act talk about, and that we
18 know where to go when we need help. So, that, we are
19 doing. The effectiveness, time will tell.

20 The third element is a review of plans,
21 contracts, and assurances. We have a system in place
22 whereby each local job training plan is reviewed by
23 appropriate staff; that is, our planning staff, our
24 management information systems staff, our civil rights
25 staff, our overall policies and procedure staff. Each one

1 is reviewed and signed off in each respective area.

2 Each contract that we write contains the 29 CFR
3 34 recommended assurance that guarantees that that
4 contractor knows the law, that is aware of the specific
5 laws that they must attend to in terms of civil rights,
6 and that they are also informing their staff and their
7 subcontractors of those laws and those responsibilities.

8 So, again, the information is out there. The
9 extent to which it is being used and the extent to which
10 it is being -- that it is effective, again, time will
11 tell.

12 The fourth area is providing equitable services
13 among substantial segments of the eligible population.
14 This, in my opinion, is a rather outdated statement, in
15 that the direction of JTPA is not so much oriented toward
16 ethnicity, as it is oriented toward those who are most in
17 need, those who have multiple barriers to employment, in
18 that an individual could be Caucasian, could be disabled,
19 could have less than a high school education, could have
20 no skills, and et cetera, et cetera, down the line.

21 Well, that person, being Caucasian -- you would
22 think that under the general mentality of civil rights
23 that a minority individual would get services first, but
24 that is not the case.

25 Again, the program is evolving and

1 concentrating on what needs concentration: helping people
2 who need help most, regardless of race, creed, color, or
3 gender.

4 There are some special efforts, however, with
5 regard to women, in that we have a special direction with
6 a new law that was passed in 1989 called the Non-
7 Traditional Employment Act for Women. And that is
8 encouraging JTPA practitioners to recruit and train women
9 in non-traditional occupations.

10 And, again, this goes back to the very basic
11 problem: of many women having families by themselves and
12 not having adequate employment and compensation to raise
13 that family and to deal with the everyday problems they
14 have to deal with.

15 What we have done, for example, just to point
16 out one area that we have been attending to, is that we
17 have set up a special fund with our limited dislocated
18 worker funds, which is -- let's say it amounts to about
19 6.5 to \$7 million for this program year.

20 Well, some \$2-1/2 million have been set aside,
21 and one of the activities that is contained in using that
22 \$2-1/2 million is this money is to be used to train women
23 in non-traditional areas of employment.

24 It is being used to train people in long-term
25 training environments -- instead of going to school for

1 two weeks to learn how to dot an i or cross a t, to
2 encourage training of 24 months or more, so that there is
3 a viable occupation, that is usually an employment-
4 oriented long-term type situation.

5 And we are also encouraging with that money to
6 train individuals who have been displaced from so-called
7 declining industries: for example, people that have
8 worked in the oil fields who no longer have employment,
9 farmers and ranchers who have lost employment, people in
10 small manufacturing units that have been hit hard by
11 recent economic times, individuals that are affected by
12 the North American Free Trade Agreement that might be in
13 declining industries.

14 So we have tried to put some emphasis on those
15 particular areas, in spite of the fact that that is not
16 necessarily the direction that the overall program is
17 taking.

18 In this one, we are saying, regardless of the
19 status of the woman that you are working with, if you will
20 train this lady in a non-traditional area, whether it be
21 pole climbing, computer repair, or police -- whatever, a
22 viable occupation where a living wage can be earned, then
23 you can pay for it out of this pot of money.

24 So we are trying not only to adhere to the
25 changes based on the program evolving, but also to pay

1 special attention to those areas that still need
2 attention.

3 And, again, we know that there are laws on the
4 books. We know that we have to follow that law. However,
5 we also know that, without the input and the encouragement
6 of groups such as yours, a lot of things would be
7 forgotten, and a lot of people would say, The laws are on
8 the books; we don't have to fool with that anymore.

9 But we know that attention garners interest.
10 And interest, in many cases, garners action. And what we
11 are doing here today, I am hopeful that it will give us
12 something to go on to cause some of these things to
13 improve and to ensure that the information we are putting
14 out is being used as it is designed to be used.

15 And to cut short on that and go on to the next
16 element that we are dealing with, information on
17 substantial segments, for example -- which I felt was
18 rather an outmoded statement, let's say -- what we do in
19 that case is we provide each of our program operators with
20 statistical information that is gathered together by the
21 Employment Security Commission expert research staff.

22 This includes women and minorities occupations,
23 family status -- much of this information comes, of
24 course, from the 1990 census. But this is provided to
25 each of our local planning groups, so that they will know

1 what groups they must target locally. What are the
2 substantial groups within their area?

3 And this does not mean that they seek out
4 people to give direct services to, but that they make sure
5 that if they do have a substantial segment, so-called,
6 group in their community that they provide information to
7 that group with regard to JTPA programs eligibility
8 guidelines -- who do you see, what do you do, who do you
9 call -- so that that information is available, and if
10 perchance someone wishes to avail themselves of that
11 service, then they know what to do about it.

12 So that is essentially the thrust of providing
13 them on that information. Another area is ensuring access
14 to individuals with disabilities.

15 Again, we put the information out. We require
16 that each of our subcontractors do a self-assessment, and
17 in doing that assessment, they are required also to call
18 upon local representative groups to assist them with their
19 assessments.

20 We have an expert at the state level that we
21 call upon on the -- which used to be called the Governor's
22 Committee on Employment of the Handicapped. I understand
23 the governor's committee is changed, and it is now
24 Committee on Employment of the Handicapped.

25 Thelma Rex [phonetic] is our resident expert

1 that, anytime we have a question, anytime we have a
2 problem, or anytime we want someone to be told something
3 and told right, we call on Thelma.

4 So we encourage the local program operators to
5 do the same thing. If not Thelma, then call upon your
6 local representatives of groups that are substantial in
7 your communities. And, again, we are hopeful that when
8 that information is out there it is being used properly.

9 Okay. On the -- another area is the collection
10 of data that is required to -- not only to administer our
11 programs, but to see if we are, in fact, doing what we are
12 setting out to do, and that is assisting unskilled youth
13 and adults to enter regular employment.

14 There are some things that I think you may want
15 to know that we are not in a position right now to tell
16 you. However, at the end of this program year, we will
17 be.

18 For example, at this point, there is only so
19 much information that our local planning people are
20 required to collect and report to us. However, after this
21 year, we have got what is called now a -- it is called
22 a -- oh, gosh -- special program information reports --

23 MR. HERNANDEZ: Standard --

24 MR. GLENN: Oh, standardized program
25 information reports -- thank you -- the SPIR. And that

1 will require more information than what is being reported
2 to us now, which will give us the ability to make some
3 comparisons and to push some buttons and to get some
4 figures and to see what is happening.

5 Much of -- I think much of this was not only
6 prompted by the Directorate of Civil Rights in the
7 Department of Labor, but also by a report that was issued
8 by the Office of Management and Budget some two or three
9 years ago, where it was alleged -- not alleged -- but it
10 was stated that in employment and training programs
11 nation-wide it appeared that women and minorities were
12 getting the short end of the stick, and that women and
13 minorities were being channeled into short-term training,
14 that women were being channeled into traditional
15 secretarial or baby-sitting or whatever-have-you types of
16 jobs, and that white males between the age of 22 and --
17 let's say -- 40 years old were channeled into the skilled
18 occupations, were more apted to be in an OJT slot, as
19 opposed to in a subsidized employment slot.

20 Now, what we did here is we did some special
21 questions and polled our sub-state -- I am sorry -- our
22 state program operators, and we learned that much of what
23 was said in that report was true in Oklahoma. So, again,
24 we get back to the point of awareness.

25 However, the one thing that we could not

1 determine is why these things were happening. Is it local
2 discrimination? Is it choice of training that many people
3 have the opportunity to opt for? Or what is the problem?
4 We have never been able to really put our fingers on it.

5 But we do know one thing for sure: that the
6 awareness is there, that all our program operators are
7 aware of that report. We had special emphasis during a
8 training session when this report surfaced about two years
9 ago.

10 And that in addition to the new requirements of
11 the SPIR reports -- I have a good feeling that much of
12 that situation will be erased -- not a good feeling -- I
13 am fairly sure that that will change drastically.

14 And, again, when we have the first opportunity
15 to analyze the SPIR reports, we will be able to tell what
16 is happening to people on an individual basis -- excuse
17 me -- as opposed to simply being able to tell you, Well,
18 21 percent of our participants were black; 15 percent were
19 Hispanic; 12 percent were American Indian.

20 This way we will be able to tell you
21 individually wage earnings after a certain period of
22 follow-up time, type of employment, specific training that
23 the individual might have had -- so that a year from now
24 we can push buttons and get some good information.

25 Right now it would be a trial to get much of

1 the information that would be germane to what we are doing
2 here today. But rest assured, if you ask for it, we will
3 either get it through the SPIR report, or we will make
4 that special effort to do some surveys and find out what
5 is happening tomorrow, if we really need to.

6 The next area of concern, which there are two
7 more, is the adoption of discrimination complaint
8 processing procedures.

9 We have developed at the state level procedures
10 for processing virtually any type of complaint that could
11 arise under administration of JTPA programs; that is,
12 anything from administrative complaints to labor
13 complaints to discrimination complaints.

14 The procedures have been developed. The
15 procedures have been distributed to all our local program
16 operators. And they, in turn, will copy the state
17 procedures and adapt them to their own local situations.

18 That we know for sure has been done, so that
19 each individual program operator has a valid complaint and
20 grievance process and knows how to deal with complaints,
21 knows what to do if a person has a discrimination
22 complaint.

23 And, of course, their first reaction is to call
24 me. And we go over the process. We go over the
25 procedures. We go over the law -- and to make sure they

1 are doing all the things they are supposed to do and,
2 number one, to make sure that the complaining party is
3 aware of his or her rights, is aware of where they can go
4 with that complaint, should it not be processed locally,
5 is aware of the fact that they are not tied to that local
6 system to have their complaint processed, that they can
7 choose to either file it with the state at my office, or
8 that they can file it with the Directorate of Civil Rights
9 in Washington, DC.

10 So the thrust of that, for example, is not so
11 much to ensure that they know the process, but to ensure
12 that the individual knows his or her rights and that they
13 have been informed of all the things that they need to be
14 informed of.

15 We haven't had a lot of use for our complaint
16 process in the past two years. Why, I don't know. But
17 for the past two years, we have had no formal complaints
18 filed in my office. We have had no complaints appealed to
19 my office, whereas prior to that, I would say, within the
20 eight years preceding, there were probably as many as 20
21 or 25 that were processed either locally or through our
22 office.

23 And all were resolved without having to go
24 through the legal process of going to court or going to
25 attorneys. So I am satisfied that the process is adequate

1 and that it does work when it is handled properly. But
2 they are all in possession of that process, and I know
3 that it is being attended to, because I get the calls with
4 the questions on what do I do.

5 The last area of concern dealt with corrective
6 actions and sanctions. ~~Excuse me. We have~~ -- again, we
7 have developed a corrective actions and sanctions policy
8 to deal with any problem that arises as a result of
9 monitoring, as a result of community or individual
10 complaints, or simply as a result of reviewing records and
11 finding that there are inconsistencies or there is
12 something inadequate.

13 So -- and, again, that policy for corrective
14 actions and sanctions has been passed on to our local
15 program operators. And, again, they in turn develop their
16 own local corrective actions and sanctions policies on how
17 they will deal with their subcontractors.

18 So we have, incidentally, made that methods of
19 administration document available to the Directorate of
20 Civil Rights in Washington. We have yet to hear back
21 formally the Directorate of Civil Rights' reaction to our
22 methods of administration.

23 We are hopeful that they will be approved, and
24 at the very most, we may be asked to make a few
25 corrections here and there or maybe elaborate a little bit

1 more in certain areas. But I feel comfortable that we
2 have covered each area of concern adequately, and we will
3 just have to wait and see what the final outcome of that
4 will be.

5 As far as our pro and con on whether or not we
6 are doing the job, in terms of providing services to all
7 groups -- all representative groups, the numbers look
8 good. The percentages look good. But that does not tell
9 the whole story.

10 And when we get the -- again, when we get down
11 to that -- the final on that SPIR report, then we will
12 really know what the whole story is all about. But at
13 this point I can tell you that our percentages of
14 participation, minorities and women, as opposed to the
15 majority group, is more than adequate.

16 With that, I am prepared to respond to any
17 concerns or questions you might have. And I would like to
18 know if there is anything else that we might be able to
19 provide, in terms of documents or explanations about the
20 program or any concerns that have been raised during these
21 hearings.

22 DR. MITCHELL: Well, I thought for a moment I
23 had seen a day when Joe couldn't talk, but I take that
24 back. You have done excellently; you are up to old
25 standards.

1 MR. GLENN: Well, thank you. I am --

2 DR. MITCHELL: There is some information I
3 think we will just -- it would required sending additional
4 information for the record. So we will be sending you
5 letters on that, in terms of budget, et cetera.

6 MR. GLENN: Okay.

7 DR. MITCHELL: Yes?

8 MR. HERNANDEZ: I have one real quick question
9 for Mr. Glenn.

10 In the CETA days, and maybe to some extent in
11 the first part of the JTPA program, there used to be
12 compliance reviews, where they had -- if there were -- if
13 a program was in non-compliance, there would be a
14 corrective action plan that had to be monitored by
15 either -- the Department of Labor, I believe it is, at the
16 regional level and to some extent by state folks.

17 MR. GLENN: Right.

18 MR. HERNANDEZ: Have you -- has the program
19 switched over to voluntary compliance, or is it --

20 MR. GLENN: Well, up to a point. It depends
21 upon -- let's say, for example, if we do have a problem --
22 a compliance problem, we have the opportunity to deal with
23 it first.

24 If, after a certain period of time, it is
25 either not dealt with properly or the guidance we give is

1 not accepted, that is when the Department of Labor comes
2 into it.

3 But we do have the option of dealing with it
4 locally first. It is the same with discrimination and
5 administrative complaints. We have the opportunity to
6 deal with it first. Even though the avenue for going
7 higher is there, they do give us the opportunity to deal
8 with it, and if we can't, they take over.

9 So that is still in place. It is just that it
10 has --

11 MR. HERNANDEZ: Is that system working?

12 MR. GLENN: It has changed a little bit.

13 MR. HERNANDEZ: Is it working?

14 MR. GLENN: Well, we haven't had a chance to
15 try it yet. We haven't had any serious matters of non-
16 compliance.

17 The last time we had a -- let's say, a question
18 or an inquiry with regard to services given was one of our
19 board members had some questions about some programs in
20 southern Oklahoma, and had -- he had some concerns from
21 some local minority citizens that wanted to know what was
22 going on.

23 And what it required was us getting some
24 statistics from the local program operator to show the
25 numbers of people they were serving by gender and by

1 minority status. And as it turned out, they were
2 satisfied with it, and the complaint went nowhere.

3 But, again, that is our option. We can deal
4 with it locally or we can send it to the Department of
5 Labor. We choose to deal with them locally, if at all
6 possible. It is cheaper. It is quicker. And I think
7 there is a lot more confidence exchanged between us and
8 our program operators when we can do it that way.

9 MR. HERNANDEZ: Thank you very much.

10 MR. GLENN: Thank you.

11 DR. MITCHELL: Other questions?

12 MR. GIAGO: Yes. I have one.

13 Joe, you mentioned a letter of -- for planning
14 input given or sent to the local CBOs. Now, are you
15 talking about all CBOs that exist within, say, Oklahoma
16 City?

17 MR. GLENN: Oh, not just in Oklahoma City.

18 MR. GIAGO: All over.

19 MR. GLENN: State-wide.

20 MR. GIAGO: And what --

21 MR. GLENN: State-wide programs or individuals
22 that we could identify. And what we got there, we got a
23 list from our affirmative action officer at the Employment
24 Security Commission with a list of -- updated list of
25 community-based representatives, in terms of minority

1 organizations; for example, the Asian Society, the
2 Hispanic representatives, the NAACP Urban Leagues -- all
3 the recognized visible groups in this state that have
4 contact and have input.

5 MR. GIAGO: What about the American Indian?

6 MR. GLENN: The what?

7 MR. GIAGO: The American Indian.

8 MR. GLENN: Yes.

9 MR. GIAGO: I have been in business for 20
10 years in the city; I haven't gotten anything.

11 MR. GLENN: You have been in what business?

12 MR. GIAGO: JTPA, CETA.

13 MR. GLENN: Well, now, are you involved in an
14 American Indian funded program?

15 MR. GIAGO: CBO, Title 4.

16 MR. GLENN: You are funded directly by the
17 federal government. So there would really be no need for
18 you to become involved in the local JTPA --

19 MR. GIAGO: There is --

20 MR. GLENN: -- since you are actually doing
21 your --

22 MR. GIAGO: There is, because the governor does
23 receive federal dollars based on our stats, much like the
24 Hispanics or anyone else. So the money that is coming
25 in -- we are not here -- we are funded because there is a

1 need, because we have that special relationship with the
2 federal government. That doesn't mean my program takes
3 away the responsibility of the state. We only supplement
4 that.

5 MR. GLENN: Oh, exactly.

6 MR. GIAGO: So our people -- we still need to
7 be informed, so we can give our input, and so that we can
8 receive what your plan is for the next two years or
9 whatever to put that input in there.

10 MR. GLENN: Yes.

11 MR. GIAGO: I have dealt with the city before
12 on some of these things. Now, I had to instill in the
13 mayor and so forth that we are not replacing your
14 responsibility. You have that responsibility. We are
15 only here to supplement. So don't send me all the Indians
16 that come to you. You serve them.

17 Now, we need to make sure this is being done.
18 I basically stayed away -- I was on the PIC council for
19 the city. I was removed for -- I don't know. I never --
20 when they started it again, I never heard whether I was
21 removed or not. But I never got any more information from
22 them at all.

23 So my concern is, one, a letter of planning
24 input by a local CBO, which should include the American
25 Indian. I will give you my card.

1 MR. GLENN: There is a list of about 25
2 organizations we have sent that letter to. I am 99
3 percent sure that --

4 MR. GIAGO: I know it is not your fault.

5 MR. GLENN: -- American Indian representatives
6 are on that list; however, you may not be individually.
7 But I will tell you what --

8 MR. GIAGO: There is only -- yes.

9 MR. GLENN: -- we will make sure the next one
10 that goes out, you will be on it.

11 (Pause.)

12 MR. GLENN: Thank you.

13 MR. GIAGO: Well, I will be asking for some
14 more information as far as compliance. You know you have
15 to comply by your plan that you send to the Department of
16 Labor through the governor's office. So I would be
17 interested in that.

18 You do not deal with Title 4 at all, do you?
19 It is only 1, 2, and 3.

20 MR. GLENN: Yes, just essentially 1, 2, and 3.

21 MR. GIAGO: Yes. We have 4.

22 MR. GLENN: But as a -- not necessarily a point
23 of contention, but sometime back I phoned the US
24 Department of Labor, our federal representative, and for
25 purposes of informing all our local program operators of

1 the Native American or American Indian -- whatever type
2 programs there are locally, I have yet to be able to get a
3 list of Indian programs that are funded in the state of
4 Oklahoma through JTPA.

5 MR. GIAGO: Oh, yes. Who did you contact?

6 MR. GLENN: Jerry Garson, Robert Lorea
7 [phonetic] -- and through them, we should be able to get
8 that kind of information, but --

9 MR. GIAGO: I think, if you are dealing with a
10 bureaucracy, if at all -- probably your best bet is to
11 contact the Assistant Secretary Rojas [phonetic].

12 MR. GLENN: Okay. That is --

13 MR. GIAGO: We have been dealing with that with
14 him, and he has come a long way in dealing with us.

15 MR. GLENN: Okay. We just -- we were using a
16 little protocol there in contacting --

17 MR. GIAGO: Yes. You are using -- if you
18 contacted me, I can give you a list of everyone in the
19 state -- the tribes, everything.

20 MR. GLENN: Okay. See, now, again, the purpose
21 for asking for that list was to make sure that our local
22 program operators knew you and knew about you, and knew
23 what you had to offer and what they had, and that you
24 could get together and communicate. But it was --

25 MR. GIAGO: Yes.

1 DR. MITCHELL: Let me jump in here, because I
2 think what I am hearing is a problem of protocol, but the
3 protocol is not working properly. I would, you know,
4 encourage you, if you need to get the list, to get it from
5 him. But I think the system will operate like it is
6 supposed to operate.

7 MR. GLENN: It should, yes.

8 DR. MITCHELL: And it should if you -- but
9 don't let the -- because the system doesn't operate
10 doesn't mean you cannot find other ways of getting
11 information.

12 But I think it is important to make the system
13 operate like it is supposed to. If you are supposed to
14 get it from the Department of Labor, that is where it
15 should come from.

16 MR. GLENN: Exactly.

17 DR. MITCHELL: If they are not doing it,
18 then -- then it should function that way, and if you can't
19 get it that way, then I think you use the other avenue,
20 which you probably wasn't aware of.

21 MR. GLENN: Yes. Well, I will review our list,
22 the local list that we use, the local letters that we send
23 out, and make sure that -- excuse me.

24 DR. MITCHELL: Can we just move a little
25 faster? A few more things --

1 MR. JENKINS: We will be sending you a list of
2 questions. Should we direct those to you or to the
3 department head?

4 MR. GLENN: I would suggest that they go to
5 Glen Robards, the individual that the letter was addressed
6 to.

7 MR. JENKINS: Okay.

8 MR. GLENN: And then he will pass them on to
9 me, I am sure.

10 DR. MITCHELL: And cc him.

11 MR. JENKINS: Okay. So that he will --

12 DR. MITCHELL: So he will know.

13 MR. JENKINS: Thank you very much.

14 MR. GLENN: Well, thank you very much. I
15 appreciate the opportunity to be here. Thank you.

16 DR. MITCHELL: You have done well. Thank you.
17 It is good to see you.

18 Well, I think the people remaining -- I
19 appreciate your patience in hanging with us as we are
20 going through this session.

21 And the next person is Dr. Kermit McMurray from
22 the State Regents office -- State Regents for Higher
23 Education, representing the chancellor.

24 DR. McMURRAY: Good afternoon. It is good to
25 see everybody.

1 DR. MITCHELL: And state your name just for the
2 record.

3 DR. McMURRAY: For the record, my name is
4 Kermit R. McMurray, associate vice chancellor for academic
5 affairs, with the Oklahoma State Regents for Higher
6 Education. I am here today representing Chancellor Hans
7 Brisch, who is the chief executive officer for the state
8 regents.

9 Not knowing specifically what the committee may
10 have been interested in, I thought it may be appropriate
11 to take a few minutes to give a general overview of what
12 the state regents is and what it is all about
13 organizationally.

14 I gleaned from the letter some inferences with
15 regard to technical occupational programs, and so I put
16 together a couple-minute presentation with regard to that.

17 I have also put together -- or had staff put
18 together for me a variety of different charts that may
19 provide some insight pertaining to the ethnicity of
20 students who are enrolled in those technical occupation
21 programs, and I have several copies here for the
22 committee.

23 After that, it may be appropriate that I
24 respond to any -- or attempt to respond to any questions
25 that you might have.

1 As I mentioned at the outset, I did bring a
2 formal presentation to share with the committee at this
3 particular time. And given, as I mentioned early on, your
4 unfamiliarity with the State System, this may serve as a
5 backdrop for any questions that you may have as a result
6 of my presentation.

7 Let me just say that the Oklahoma State Regents
8 for Higher Education is the state's legal structure
9 providing public education at the collegiate level. The
10 Oklahoma State System of Higher Education was established
11 in March of 1941, when the people of the state adopted an
12 amendment to the constitution, Article 13(a), creating the
13 State System.

14 The amendments provide, "All institutions of
15 higher education supported wholly or in part by direct
16 legislative appropriation shall be an integral part of a
17 unified system to be known as the Oklahoma State System of
18 Higher Education."

19 The constitution provides the following
20 specific responsibilities for the State Regents: "One,
21 prescribe standards of higher education applicable to each
22 institution; determine the functions and course of study
23 at each institution to conform with the standards
24 prescribed; third, grant degrees and other forms of
25 academic recognition for completion of the prescribed

1 courses at each institution; four, recommend to the state
2 legislature the budget allocation for institutions in the
3 State System; and lastly, recommend to the legislature
4 proposed fees for all institutions in the State System,
5 and any fees shall be effective only within the limits
6 prescribed by the legislature."

7 The constitution further provides that, "The
8 State Regents shall allocate funds to each institution
9 according to its needs and functions from lump-sum
10 appropriations made by the Oklahoma legislature to the
11 State Regents without reference to any particular
12 institution."

13 The constitution also provides that, "Private
14 denomination or other institutions of higher education in
15 the state may become coordinated within the State System
16 under rules and regulations adopted by the State Regents."

17 The State System, in short, consists of 27
18 public colleges and universities, two comprehensive
19 graduate universities, ten regional universities, and 14
20 two-year colleges. There are also eight other constituent
21 agencies in the State System which are part of or directly
22 related to public higher education in the state of
23 Oklahoma.

24 Organizationally, the State Regents is a nine-
25 member board appointed by the governor of the state and

1 confirmed by the state senate. Regents members serve
2 nine-year overlapping terms.

3 The chancellor for the Oklahoma Regents is
4 appointed by the State Regents and serves as chief
5 executive officer for the Oklahoma State System of Higher
6 Education.

7 As previously noted, the work of the Oklahoma
8 State Regents is defined by constitutional provisions,
9 state statute, or State Regents policy delineating
10 coordinating responsibility for the State System of Higher
11 Education, and including the areas of institutional
12 function, programs of study, standards of education, and
13 finances.

14 The State Regents office is the administrative
15 headquarters of the State Regents, and its functions
16 include three primary responsibilities: executing State
17 Regents policies and programs, gathering information about
18 the State System for State Regents review and
19 consideration relative to policy-making, and providing
20 coordinating leadership at the state level in the general
21 operation of the State System.

22 One of the primary goals of the Oklahoma State
23 System of Higher Education is to provide access at some
24 public institution for all Oklahoma citizens whose
25 interest and abilities qualify them for admissions.

1 Annual combined enrollment exceeded 230,917
2 students, and that is an unduplicated head count as of
3 1992-93. Of that total, 16 percent are enrolled in
4 technical occupational programs.

5 Most recently, data shows that Oklahoma ranked
6 15th in the nation in the percentage of population
7 enrolled in public higher education.

8 Given the large number of individuals who
9 annually seek admissions to the State System, it is
10 recognized that no single institution can physically
11 accommodate the total student enrollment, nor can any
12 institution type meet the diverse needs and demands of all
13 students from various kinds of educational programs.

14 Therefore, each institution and each
15 institution type has been assigned a specialized role
16 within the total State System, in order that all qualified
17 individuals may be accommodated at some institution.

18 It appears from reviewing the correspondence
19 received by the chancellor that the advisory committee was
20 specifically interested in looking at job training in
21 vocational technical education programs.

22 Oklahoma's 14 two-year colleges are the primary
23 responsibility for the delivery of educational programs of
24 a technical occupational nature. Specifically, all two-
25 year state colleges have similar functions.

1 They provide undergraduate lower-division
2 study, with emphasis on programs designed to achieve these
3 several purposes: general education, formal and informal
4 programs of study specially designed for adults and out-
5 of-school youth in such a way as to serve the community in
6 general, in addition to providing technical and
7 occupational education in a variety of fields of study.

8 Let's now turn our attention to a brief
9 overview of relevant information pertaining to
10 institutions that offer technical occupational programs.
11 There were 25,510 students in the fall of 1992-93 enrolled
12 in technical occupational programs.

13 Over the past year -- I am sorry -- over the
14 past five years, since 1987 to 1992, there have been
15 14,085 degrees conferred by State System institutions
16 offering technical occupational programs. State System
17 institutions offer approximately 350 different technical
18 occupational programs throughout the state.

19 If you were to look at the ethnic composition
20 of state -- on a state-wide basis, the following data
21 would be of value to present -- and that is the
22 information that you have in front of you.

23 If viewed as a student population percentage
24 enrollment by race in technical programs -- and this is in
25 technical programs at the two-year colleges only -- in

1 fall of 1992 indicates that 82 percent or 20,895 of those
2 students were white; 8 percent or 2,077 were African
3 American; 7 percent or 1,676 were Native American; and
4 Hispanic and the Asian enrollment represented 4 percent,
5 of a total enrollment of approximately 800 students.

6 African American students, Asians, Hispanics,
7 and white students make up over 60 percent of those
8 students enrolled part-time. Full-time enrollment for the
9 above-mentioned group consists of almost 40 percent.

10 Native American or American Indian enrolled in
11 technical occupational programs, on the other hand, showed
12 a higher percentage enrolled full-time: 58 percent versus
13 42 percent part-time.

14 Enrollment in technical programs versus
15 enrollment in non-technical programs of study is
16 presented, as you notice, on table 3. Those -- that
17 information, I think, will give you kind of an overview of
18 the State System, particularly as it relates to technical
19 occupational programs, both in terms of ethnicity as well
20 in terms of number of students enrolled.

21 I think I will stop there, because I think it
22 would be more valuable to the committee to attempt to
23 respond to any questions that you may have as you continue
24 your work here this afternoon.

25 MR. FAGIN: I may be embarrassed to ask this

1 question, but can you clarify -- when you talk about
2 technical programs, this is not vocational educational
3 programs that is under the department of vocation -- these
4 are separate technical vocational programs. Is that
5 right?

6 DR. McMURRAY: Precisely. These particular
7 programs --

8 MR. FAGIN: Within --

9 DR. McMURRAY: -- are programs that
10 institutions -- two-year schools award an associate of
11 applied science degree.

12 MR. FAGIN: When you mentioned there were 14
13 technical --

14 DR. McMURRAY: I said 14 two-year colleges
15 offering technical occupational programs in the State
16 System.

17 MR. FAGIN: Okay.

18 DR. MITCHELL: Yes.

19 MR. TOURE: So the tables that you provided us,
20 Doctor, would be --

21 DR. McMURRAY: Just Kermit -- not Doctor, just
22 Kermit.

23 MR. TOURE: Doctor Kermit --

24 DR. McMURRAY: Just Kermit.

25 MR. TOURE: The information you provided us

1 would be, then, the students who are enrolled in the two-
2 year courses -- two-year colleges, rather, that are both
3 in the technical programs and the non-technical programs.

4 DR. McMURRAY: That is exactly right.

5 MR. TOURE: Okay.

6 DR. McMURRAY: ~~That is exactly right.~~

7 MR. TOURE: Now, are any of the four-year
8 schools -- do any of the four-year schools offer technical
9 programs, also?

10 DR. McMURRAY: Yes, sir, on a very limited
11 basis. Cameron University has a two-year college
12 admission. Langston University has a two-year college
13 admission. And Oklahoma Panhandle State University has a
14 two-year college admission.

15 MR. TOURE: Mr. Chairman, if I can just go on
16 to another question?

17 DR. MITCHELL: Yes.

18 MR. TOURE: I guess one of the concerns I have
19 had is whether the vocational and technical programs
20 offered by the state actually serve minority communities.

21 And is there any effort to do any outreach to
22 minority communities to get interested students to go to
23 the technical programs offered by the four-year or the
24 two-year colleges, as opposed to the other track offered
25 by the two-year and the four-year colleges?

1 DR. McMURRAY: If there is any effort that
2 would answer your question, it would be done at the
3 institutional level, rather than at the State Regents
4 level.

5 So the answer to your question is that it would
6 be more appropriate, I think, to consult with a
7 representative from the two-year college community to
8 determine the extent to which there is, in fact, outreach
9 under way or planned, or to the extent to which it has
10 been, indeed, successful, or whether or not, in fact, it
11 has not been.

12 MR. TOURE: Last question: Is there any
13 tracking or follow-up in regard to the students who go
14 through the technical programs at the colleges in relation
15 to employability or --

16 DR. McMURRAY: Yes, sir. Institutions are
17 required to maintain some evidence of employability of
18 those students who have graduated from those technical
19 occupational programs.

20 As a part of the State Regents policy, there
21 is, in fact, in place an examination of technical
22 occupational programs offered by institutions of a two-
23 year nature.

24 One of the criteria for that examination is to
25 determine the extent to which those institutions do, in

1 fact, have evidence that the students who are going
2 through those programs are -- have, in fact, been
3 gainfully employed.

4 The other piece of that I think is equally
5 important to present is that there also ought to be in
6 place an advisory committee made up of community and
7 industry, to determine specifically what those students
8 are going to need in order to meet the standards that they
9 would like for them to meet, in terms of being able to be
10 gainfully employed.

11 So that is another piece of the equation that I
12 think is equally important to present here this afternoon.

13 MR. TOURE: One of the -- and I don't mean to
14 monopolize.

15 DR. McMURRAY: No. Please do.

16 MR. TOURE: This might be my last question, Mr.
17 Chairman.

18 One of the concerns that some of the other
19 presenters gave us and what-have-you is that there is a
20 lack of teachers, instructors in vocational technical
21 areas, because they are not moved into that area in terms
22 of teaching experiences and what-have-you.

23 Is there any coordination between the
24 Department of Education and the Higher Regents to provide
25 more minority teachers in the area of vocational technical

1 education?

2 DR. McMURRAY: Again, I can't respond to that,
3 again, because that is a particular initiative that will
4 be taken at the local level. Certainly, we encourage it.
5 Of course, we would have no policies that dictate that we
6 can mandate that they do that.

7 But certainly it is something that we ask them
8 to take seriously into consideration when they are looking
9 at their staff. Certainly, the social justice policy that
10 we have in place would encourage that to take place as
11 well.

12 But by and large, you have got to be mindful
13 that the coordinating -- let me put it this way. There
14 are other boards of regents, who are also in place, who
15 have the authority to hire and fire, because State Regents
16 do not have the authority to hire nor fire either the
17 president nor the faculty at those institutions.

18 DR. MITCHELL: Let me see if I can help with
19 this a little bit. Being at the institution -- the State
20 Regents is the constitutional coordinating board for the
21 system, and you know that. But the individual
22 institutions have a little bit more autonomy over that
23 than the State Regents would have in that sense.

24 I will just give you one bit of information.
25 The two technical schools that are under the jurisdiction

1 of Oklahoma State University, Oklahoma City Tech and
2 Okmulgee Tech, are two-year schools that offer programs.

3 And I did a study for the institution in 1990
4 on affirmative action programs at those schools, looking
5 at the employment of -- distribution in terms of women and
6 minorities in employment and also with the student
7 distribution.

8 And there were -- in terms of the other
9 institutions -- compared to other institutions, they
10 were -- they looked good compared to the majority
11 institution -- the large -- they looked good, but still
12 just barely approaching parity, in some cases.

13 But the student population looked quite high --
14 Okmulgee had a very high American Indian population. That
15 is down in the Creek nation area. So they had a very high
16 American Indian enrollment.

17 And Oklahoma City had significant minority
18 enrollment, too, and I think they still do in the
19 technical school -- higher than the institutions of higher
20 education, the majority institutions do.

21 And there were some programs to deal with
22 women, which I think Okmulgee had a very special program
23 for day care for their single-parent students. And
24 Oklahoma City Tech was working on the same sort of
25 program.

1 So there is a number of things that are left
2 the individual institutions to handle. And maybe we
3 should get some of that information, in terms of technical
4 education and in terms of employment. And I think we can
5 get some of it from the institutions as part of our
6 follow-up.

7 We have one -- we have a month to get
8 information, and probably if we need to get it, they can
9 get it for us, in terms of what is being done in the
10 technical schools, in terms of their employment and
11 student populations.

12 And they also can tell us about employment of
13 their students, too, the kind of jobs they get. So we
14 might want to get that information as part of the record
15 from the State Regents office.

16 (Pause.)

17 DR. MITCHELL: Yes. We have kept Dr. Wilson
18 here all afternoon. I think she has had a great time
19 sitting here listening.

20 If you don't mind, I think we can -- unless
21 anyone has any other burning questions, I think we can
22 follow up on some more information. And I appreciate your
23 taking the time to come.

24 DR. McMURRAY: No problem, Mr. Chairman. Let
25 me -- I think someone raised a question early on to Dr.

1 Hopkins with regard to the three systems of education
2 working collectively together.

3 DR. MITCHELL: Yes. Please do.

4 DR. McMURRAY: I brought a document that I
5 think that will certainly summarize the work that the
6 three institutions -- or the three educational systems are
7 doing. So I will leave this here for the committee's
8 review as well.

9 DR. MITCHELL: Excellent. Thanks.

10 DR. McMURRAY: Is that all? Thank you, sir.

11 DR. MITCHELL: Dr. Wilson, please.

12 DR. WILSON: This will be a very quick guided
13 tour. I will do a -- yes. If you wouldn't mind, I am
14 just going to pass those out to them, and two are on paper
15 here for you.

16 (Pause.)

17 DR. WILSON: I feel like a tag team, and I
18 heard you say we need to be out at 4:55. This will be
19 very quick. And I don't mind having stayed and listened,
20 because --

21 (Pause.)

22 DR. MITCHELL: Please.

23 DR. WILSON: I ought to clear myself for the
24 record, I guess: Kara Gay Wilson. I am the
25 superintendent of Metro Tech, but I have only been at

1 Metro Tech for one year. And I have spent the last 20
2 years in common education in Oklahoma.

3 So I have had the wonderful opportunity to
4 transition from K-12 education into vocational education
5 and to note some of the similarities and contrasts that
6 you are talking about, have had the opportunity this year
7 to work closely with Dr. McMurray on articulation
8 agreements to make sure that we don't duplicate courses
9 that we offer.

10 For instance, at our aviation center, when a
11 student takes avionics, they get credit for that at the
12 junior college that they go to. So we have just signed
13 articulation agreements in several areas, particularly in
14 the technical trades that allow students not to have to
15 duplicate.

16 It is not a very user-friendly term to our
17 clients, but these "articulation" agreements allow them
18 not to have to repeat courses or credits that then have
19 college application.

20 Very quickly, so that you will notice that we
21 have a very conscientious, purposeful, multi-cultural
22 brochure, that even deals specifically with gender
23 occupations that try to cross some of the traditional
24 boundaries in our Metro Tech brochure, I would also draw
25 your attention to the fact that the map on the very back

1 and the map on the back of our full-time programs shows
2 that we have locations throughout the metropolitan area of
3 Oklahoma City.

4 We are the second largest vo-tech in the state,
5 but we are one of four in Oklahoma County. There is
6 Francis Tuttle, Eastern Oklahoma, and Mid-Del at Midwest
7 City. These are Metro Tech's locations; these are not
8 other locations.

9 Inside this long brochure are our full-time
10 programs, and you will notice whether they are offered for
11 a year or 18 months, the length of time of the programs.
12 These are the ones that people can attend full-time, and
13 our high school students attend half-day.

14 Also in our brochure under special needs,
15 special services, on the back, next to the last page, we
16 deal with the fact that we do try to inform people that we
17 have special services to meet their needs. This year we
18 had interpreters in both Spanish and Vietnamese. And we
19 do hire part-time interpreters as needed, based on client
20 request.

21 We have -- this is the brochure on our short-
22 term adult training programs. We call it ACE, Adult
23 Continuing Education. There are over 100. Metro Tech
24 trains nearly 10,000 adults a year in industry-specific or
25 short-term programs that basically are offered through

1 here.

2 The other thing I put together is just, again,
3 some quick information -- and then questions, because I
4 realize we are running out of time. Metro Tech
5 aggressively recruits federal funds for disadvantaged
6 groups. And that is something that is not only consistent
7 with the board's philosophy, but my philosophy, and it has
8 been a long-time practice at Metro Tech.

9 And I do think it is unique, because you will
10 not find this -- while other districts are interested in
11 it, it is also, I think, important to a metropolitan area
12 to particularly find additional funding.

13 The state funds simply cannot meet all of the
14 needs of -- that impact a metropolitan area. Therefore,
15 our jobs grant, which is -- we call it BEST. Basically,
16 it stands for Basic Education and Skills Training.

17 Our BEST program is a quarter-of-a-million-
18 dollar program, and you can see that, based on the numbers
19 on the second page, we have about 100 students. These are
20 adults who are referred to us from DHS. I am referring to
21 the white page here that was paper clipped together.

22 In addition to BEST, we offer -- all of these
23 are federally funded programs -- the displaced homemaker,
24 of which you saw one of our graduates. Ollie Yeager is
25 the lady that started this afternoon's testimony with you,

1 and she is a graduate of the displaced homemakers. And on
2 the next page, you can see we have had over 300 people in
3 that program, four of whom were male.

4 We also have non-traditional careers. This
5 specifically tries to interest women in -- and men in non-
6 traditional careers, and the government funding for that
7 is one of the programs we have offered at Metro Tech for a
8 long time. We currently have about 90 students in that
9 program, and it is, in this case, all female. We have had
10 one or two males. But in this time, it is all females.

11 And our population of over 500 people currently
12 being served through federally funded programs that deal
13 with primarily economically disadvantaged -- and the
14 breakdown of minorities and disabled are listed in here.

15 The other thing I am very proud of -- and I had
16 nothing to do with it -- this is an initiative taken by
17 the director of the business technology center, and this
18 is because we had some students who were vision- and
19 hearing-impaired.

20 So she went to the State Department of
21 Education when they began to offer their state grant to
22 create opportunities for funding of equipment to create
23 labs that particularly serve in business technology
24 training students who are vision- and hearing-impaired.

25 We have one grant for that. But we also have a

1 grant that buys the adaptive equipment for the employers,
2 so that when these people go on-the-job training, the
3 employer can actually experience that this is not an
4 expensive addition to your firm. We can show them that
5 the student has the skills when they have the adaptive
6 equipment.

7 So one of our grants pays for equipment to go
8 on loan to the employers. And I think that is kind of an
9 exciting grant. It is not very much money, but, again, we
10 don't have large populations in this program, and the
11 adaptive equipment is reusable.

12 A quick profile of -- and on the pink sheet of
13 our adult population -- and, again, these are students --
14 our adult population, full-time, are students who are in
15 our classes side by side with high school students. That
16 is not always a popular position for either group.
17 Sometimes adults would prefer to have a full adult class;
18 sometimes high school students would.

19 We think that there is advanced learning
20 potential for everyone in that, because it is more
21 reflective of a true workplace, where you will have
22 different ages and different maturity levels in the
23 workplace.

24 We also -- I have also included on the green
25 sheets something you probably should have some reference

1 to. This is what gets us our Carl Perkins money. Carl
2 Perkins money is the be-all, end-all of vocational
3 education. It is the federal funds for which we have to
4 provide extensive documentation.

5 This -- to give you -- this is a list of the
6 area vo-techs on the green page. If you would find Metro
7 Tech, Metro Tech in the first three columns is showing
8 that out of -- look at the second column first.

9 Of the 2,000 or 2,700 students in high school
10 vocational programs -- these are not the area vo-tech
11 schools. This is home ec and business and DE. Of those
12 2,700 students, 1,500 of them are disabled or handicapped.
13 That is their count of those, or 56 percent.

14 We have to, in order to get our Carl Perkins
15 funds, show that we serve equal or more than that
16 percentage at our area vocational technical school. So
17 the 837 that you see in column 5 are the number of
18 vocational high school students served on our Metro Tech
19 campuses, of which 492 are disabled or handicapped --
20 excuse me -- disadvantaged or handicapped, and of that --
21 that is 58 percent of the available population.

22 So we are equal to or above the numbers that
23 are currently in Oklahoma City, Crooked Oak, which are two
24 feeder public school systems, and that allows us, then, to
25 qualify for Carl Perkins funds. This is a very difficult

1 count to get, but it is one that is, again, the key to the
2 core of all of our funding.

3 Very quickly, again -- and this will help you,
4 I think, in maybe asking questions to the area vo-tech
5 school tomorrow, because Tulsa Tech is the largest in the
6 state -- this will give you -- and I won't do anything
7 except ask you to find the first bar graph on the large
8 cream-colored packet.

9 This is a breakdown, and you will notice that
10 the first columns will not change, because these
11 percentages are the same. These are the number of
12 secondary students, white and minority, available in our
13 district. That is Oklahoma City public schools and
14 Crooked Oak. And these are the ones we serve. That is
15 what is next to them.

16 So available in the district -- right under
17 that, chart number 2 -- these are the adults available in
18 the Oklahoma City Metro Tech district. Those two bar
19 graphs don't change, but the numbers served do. And it
20 goes on through there for each of our campus sites.

21 At the Springlake campus, we do health
22 training, business technology, and child care, as well as
23 operate an extensive conference center. At the -- what
24 they call Metro Foster Estes, that is primarily trades and
25 industrial programs.

1 We also operate, if you will continue, Metro
2 Skills Center. This is not a prison center. This is an
3 alternative high school. It is not reflected in that
4 earlier count under skills center.

5 It is an alternative high school that we run in
6 conjunction with Oklahoma City public schools. In fact,
7 it is just about two miles -- I mean, two blocks over here
8 on 48th Street, and Metro Tech, our main campus, is just
9 two miles to the east.

10 We do operate the Aviation Training Center out
11 at the airport. That figure is given to you as well.
12 That enrollment is down, as is the industry employment in
13 general.

14 And then for your references and for your
15 reports, the charts 5, 6, 7, and 8 may be useful, because
16 they reflect minority populations throughout counties and
17 areas of Oklahoma.

18 The last chart that I have, because Mr.
19 Hernandez had asked about placement -- right now we don't
20 have databases that pull placement based on race or
21 disabled. We do have cumulatives, and that is what you
22 are looking at in the bright yellow pages here, that show
23 sort of a period of enrollment.

24 And under the area called follow-up, those
25 items that are asterisked -- those items are what they

1 call positive placements. Either the person went into the
2 military, was employed in a related field, was employed,
3 but not necessarily in a related field, continued their
4 education.

5 Those numbers continued to grow for Metro Tech,
6 and although you don't have the sums of those, that -- --
7 under that follow-up, that has gone from 85 percent in
8 '88, '89, to about an 88 percent employment in '91, '92,
9 of what we call positive placement -- either continuing
10 education, military, or job-related placement.

11 DR. MITCHELL: A quick question: Do all the
12 vo-techs do this, or you just do this at yours?

13 DR. WILSON: No. This is a report generated by
14 the state. And so we have to turn the data in, and then
15 they generate --

16 DR. MITCHELL: Okay. So the state office would
17 have it for all --

18 DR. WILSON: Yes. You would have it for all of
19 them. And you may see a form similar to this when you
20 talk to Tulsa Technology tomorrow.

21 And although that is a whirlwind tour, I also
22 would point out that today while I was waiting it was very
23 opportune. You have already --

24 DR. MITCHELL: We have already -- you have
25 already been involved. That is right.

1 DR. WILSON: I was just so pleased to see that,
2 because what we are stressing is that --

3 DR. MITCHELL: Good timing on our part.

4 DR. WILSON: We are just getting ready to work
5 with Oklahoma City schools in reopening Southeast High
6 School, which is a high school that has been closed, as a
7 technical careers academy, just like we have science
8 academies and fine arts academies.

9 And we are excited about that, because it is
10 not either vo-tech or college; it is and. This article
11 stresses that one student is MIT bound, and one is going
12 directly into job-related training.

13 It can't be one or the other anymore, and Metro
14 Tech realizes that. We are working toward that end. And
15 the vo-tech system in Oklahoma is an exciting place to be.
16 Education in Oklahoma is an exciting place to be right
17 now.

18 But vo-tech is clearly where it is happening,
19 and Oklahoma has an opportunity to be a true demonstration
20 state for the rest of the nation. And we are very
21 hopeful -- we are not very optimistic, because our
22 political leverage is considerably diminished in
23 Washington, DC, and yet we have something here that really
24 the rest of the state -- the rest of the nation needs to
25 know about as they begin to move toward this school-to-

1 work transition.

2 And I realize your time is short, too. So --

3 DR. MITCHELL: That is all right. We have one,
4 two questions -- the one over here first.

5 MR. FAGIN: There was comments made this
6 morning directly relating to the Oklahoma City area, and I
7 wanted to speak -- because you had indicated, for example,
8 in some of the outlying areas, such as Spencer or Jones
9 and so forth, transportation, outreach, even knowing that
10 these -- specifically talking about vocational education
11 not being known and so forth.

12 Part of that may be the school system itself,
13 which needs to do some outreach. But do you all do any in
14 your -- in this area, do any outreach itself, speakers or
15 making it known that it is available or that kind of
16 thing -- or it may not be your function. I am just --

17 DR. WILSON: We do -- no. It is. We have a
18 marketing budget. We -- and all the vo-techs do. Ours is
19 probably more visible than others.

20 I will tell you the real problem is most high
21 school counselors are my age, and most of them went
22 directly from high school into college, and they still
23 don't believe that vo-tech is a viable option for most
24 students.

25 They are still routing students to college-

1 bound directions. And schools brag on having 75 percent
2 of their students go to college, and they don't tell
3 anybody that, of those 75 percent, only 25 percent will
4 actually complete in four to five years with a degree.

5 So, consequently, part of the problem is the
6 word is not even out among parents, who are also my age or
7 slightly younger, who went a pretty traditional track as
8 well. We are all pretty brainwashed that it is either or.
9 There is the college-bound, and then there is those other
10 kids.

11 And that is the worst things we have done to
12 ourselves as well as to the nation, because technology
13 right now in Oklahoma schools is not in the schools unless
14 it is a vo-tech. It is not in higher ed. It is in the
15 vo-techs. And we are not accessing the richest resources
16 we have.

17 And just like they mentioned today, even those
18 resources have a certain degree of limitation, because of
19 simply class size, access to equipment. The best route to
20 go is to the adult short-term classes.

21 And we are discounting our costs to high school
22 students to come take our adult night classes, because we
23 think we will find students who are not -- the concern
24 initially expressed to me was that, oh, well, this is --
25 this will be only for dropout students.

1 I think that the student who has a part-time
2 job and would like to learn phlebotomy, so they can get a
3 \$7 an hour job instead of a \$4 an hour job, might come to
4 us so they could pay their way through college.

5 So we are discounting our short-term adult
6 classes for those five-week, twelve-week, 15-week training
7 two nights a week, just like adults are doing, because
8 that is how the adult population in this state has changed
9 their mind about vo-tech, is by short-term intense
10 training. It is not because they have all gone through
11 the traditional four-year programs.

12 And we think we need to get high school
13 students and their parents involved in short-term intense
14 training that allows them to earn higher dollars while
15 they are -- whatever their plans are.

16 DR. MITCHELL: I think I am going to have to
17 cut it off, because we have contracted this room for a
18 short time.

19 DR. WILSON: And I will stay available.

20 MR. MALETZ: Could I just ask one definitional
21 question? That is all it is.

22 DR. MITCHELL: Yes.

23 MR. MALETZ: On your green chart, where you
24 were talking about those percentages that are so crucial
25 for the Perkins funding --

1 DR. WILSON: Yes.

2 MR. MALETZ: The category was
3 disadvantaged/handicapped. What does disadvantaged mean?
4 Is that economic?

5 DR. WILSON: It is economically disadvantaged,
6 free and reduced meals. It has to be consistent with ---
7 documented evidence at the school level.

8 MR. MALETZ: Just economic disadvantaged --
9 okay.

10 DR. WILSON: It is economic disadvantaged.
11 Right.

12 DR. MITCHELL: Thank you very much.

13 DR. WILSON: Thank you all.

14 DR. MITCHELL: And we have to move into our
15 open session. Does our court reporter need a break?

16 THE REPORTER: No.

17 DR. MITCHELL: Okay. We don't have time for a
18 break.

19 (Pause.)

20 DR. MITCHELL: Okay. It is time for open
21 session, and we need to move very quickly. And we can
22 allow -- how many people do we have? Just one? Okay. We
23 have to be out of here in five minutes -- six minutes.

24 MR. LAMB: I can do it in three, because Dr.
25 Wilson just helped me.

1 DR. MITCHELL: Okay.

2 MR. LAMB: My name is George Lamb, and I am a
3 senior disability program specialist with the Office of
4 Handicapped Concerns. And the reason why I wanted to
5 address you was basically Metro Tech.

6 They are an anomaly. They solve problems a
7 little differently than -- I have been to all the
8 technical schools. I have been to all the colleges. I
9 have been to all the universities. I have had to almost
10 threaten everybody else.

11 And so I wondered how come Metro Tech -- how
12 come their system works? And I figured it out. They do
13 the problem-solving differently. If you go, for instance,
14 to their office and ask to see what do they do for
15 disabled people, they have sat there and got a book this
16 thick, where they did a lot of research and put a lot of
17 time and energy into it, to see exactly what they are
18 doing.

19 And they have gone outside of their expertise,
20 which most of the schools do not do -- they have their own
21 experts who have no clue as to what is going on, or at
22 least aren't current with what is happening. Well, Metro
23 Tech does that.

24 And Metro Tech has problems. One particular
25 problem they had, they sat the person down and they did

1 something that few people do, and it really shocked me
2 that they did it. They asked the person this question:
3 What do you want? What can we do for you? What would
4 make you happy, sir?

5 And the person said it. And they got the
6 people together, and they solved the problem so fast I
7 wasted my drive down there.

8 Now, when I go to the other vo-techs, I don't
9 waste my time. We threaten them. We go to court. See,
10 that -- but that is not good. That is not what we need to
11 do. Because we talk about the rules and regulations we
12 have for JTPA -- I am a graduate of that -- and some of
13 the vo-tech schools -- the people are falling through.

14 And the American Indian, for instance -- I do a
15 lot of -- I am an attorney, and I do a lot of legal work
16 for disadvantaged people. And if we have an American
17 Indian with a disability, I call that a double-whammy.
18 Their chances of getting through the system are so slim.

19 And a lot of it is cultural. And if people
20 don't bother to see why that is a problem -- why does the
21 culture of the American Indian prohibit them from
22 functioning at a vo-tech?

23 Well, I went down to the airplane place that
24 they have, and I found out that they have got people with
25 one arm. They have got American Indians. They have got

1 women doing men's job -- white men's jobs.

2 And I asked this instructor -- I said, How come
3 you have got these people doing this job -- because I
4 wanted to tell the other vo-tech people. He says, You
5 know, they are just like ghosts to me. If they can do the
6 work, if their ability is commensurate with what we need,
7 and if they try, he goes, We will make sure they succeed.

8 His attitude was so good I thought I was going
9 to be an airplane mechanic. I have never seen anything
10 like it. And I am going to go to school there, because
11 there is a lot of things I want to learn. And I am out of
12 district, so I will probably have to pump it up, pay a lot
13 of money and stuff like that.

14 DR. MITCHELL: For you a special deal.

15 MR. LAMB: Well, maybe. But the thing that
16 concerns me the absolute most: I heard one gentleman come
17 up here and say something like, Well, we can't do anything
18 special for anyone. We can't -- I can't remember exactly
19 what he said, but you know what I am talking about, about
20 doing things out of the ordinary.

21 DR. MITCHELL: Yes.

22 MR. LAMB: And that is a joke, and that is an
23 insult. I was insulted by that. When we go to Metro
24 Tech -- and I hate to harp on them, but they are the only
25 ones that I have any kind of luck with -- in a kind way --

1 because we succeed.

2 Believe me, we have a 100 percent success rate,
3 because we can give you a \$300,000 reason why you should
4 do it the right way. We are serious about this. And they
5 just do it anyway. So they are no fun. They are kind
6 of -- like I say, it is a waste to go out there. But --

7 DR. MITCHELL: You don't make any money on
8 them.

9 MR. LAMB: Well, no, you don't make any money
10 on them, because they ask questions. I don't know what
11 their problem is. But can you imagine the situation where
12 a person actually goes into the -- just one quick example
13 I guess I should give you.

14 And to use an American Indian example, a
15 gentleman went to a vo-tech out west -- and we don't want
16 to name names, so we won't. And they looked at this
17 person and said, You are learning-disabled -- actually,
18 what they said was he is retarded.

19 And then I was there. And they said, You are
20 going to have to get rid of this ponytail. And, of
21 course, the guy is so easygoing -- he is a friend of mine;
22 he is a nut -- I would have slapped the guy's face, but he
23 thought it was a joke and said, oh, he would get rid of
24 it.

25 So he put a sack around it -- tied a sack

1 around it -- walked around with a grocery bag on the back
2 of his head, so you couldn't see it.

3 But, you know, they almost would not enroll him
4 because he was learning-disabled. He wasn't learning-
5 disabled. He was American Indian. But he did things
6 differently. His very appearance -- just his appearance
7 shocked them so much.

8 I asked the lady -- I said, I won't say your
9 name, but why did you give this guy so much trouble? We
10 don't want his type here. Plain discrimination. They
11 didn't want an Indian there, and because there is a large
12 Indian community in that area, and they don't want it.
13 Same thing if you go far south where there is a large --
14 they are discriminated against wholesale.

15 And we have had people from different
16 organizations here. I complained about some people who
17 were deaf, who happened to be American Indian, and -- you
18 know, and we filed an official complaint. What do you
19 think happened to that complaint?

20 Three people in suits come to my office and
21 tried to get me fired. And you know what the director of
22 my office says? George, from now on, we will handle that
23 internally. We don't want to talk about that. We don't
24 want to do anything about that.

25 Same thing with another black couple: They

1 said -- this company said -- I said, You can't do that to
2 disabled people. And I gave them a black example, because
3 it is a good example to give people who don't understand
4 disability rights. He said, Well, we don't hire blacks
5 either -- that is not what he said, but that is what he
6 meant.

7 So I went to the employment -- well, I wouldn't
8 say that. I went to this government agency and said, How
9 many blacks have you sent out to this place in Arkansas
10 that does chickens? Well, they won't tell us. Now, why
11 is that? Because they are not doing it.

12 They have got so much power in the local
13 area -- these little bitty places -- they are gods down
14 there. The employment manager of that office is a white
15 guy I talked to, and he told me so much stuff off the
16 record I made it part of the record. I mean, I couldn't
17 keep a secret like that. And what do they do when these
18 people mess up? They promote them. They make them
19 supervisors. They can't get rid of them.

20 And it is incredible. You go to a courtroom
21 or -- one little nine-year-old girl was Hispanic. She had
22 been raped. And what does the judge do, because she
23 doesn't speak English? He incarcerates her, because she
24 had been raped and she was hysterical. She couldn't speak
25 English. I guess that is a crime.

1 And what do these people do? They are not
2 making it through our system, our laws. They are simply
3 not making it. The people who are making it -- and I will
4 let you go, but let me tell you who is making it -- is the
5 disabled people like me who have good IQs.

6 It is the American Indian who is very --
7 aggressive and won't take no for an answer. It is the
8 Hispanic person who luckily is a little bilingual -- I
9 don't know why -- but is a little -- and they don't have
10 an accent for some reason, and they are not stereotyped.
11 They have lighter hair, or something is going for them
12 that they can fit into the white community. These folks,
13 yes, are making it through the system.

14 But that darker black person or that American
15 Indian who is just not that aggressive or that Hispanic
16 person who doesn't speak good English or talks like the TV
17 shows, they are not going to get in the door, unless they
18 are lucky enough to go to someplace like Metro Tech.

19 And Metro Tech has a mechanism where they --
20 excuse me -- where they check all this. But the other
21 vo-techs are not doing it. And all they are doing is
22 giving you numbers -- like an American Indian -- let me
23 tell you what an American Indian is. That is someone who
24 says they watch war movies about Cochise or somebody. Am
25 I right? That is right.

1 And a Hispanic is anybody who speaks Spanish.

2 And a disabled person is anybody who has ever had an
3 accident or fallen. That is what they are doing.

4 We went and did one thing on a TV show, and a
5 person said, Well, how do you know this person is
6 disabled? What is your disability? I have headaches.
7 What is your disability? I don't know; I am female. And
8 female is not a disability, though it could be in some
9 areas around here.

10 But that is what I wanted to tell you, that
11 when you look at the regulations, the people who are
12 looking at these are so biased and prejudiced on the local
13 level that they are not being done -- they are not being
14 looked at like they should be looked at. They are doing
15 everything they can -- like with the Americans
16 Disabilities Act -- they are looking at the minimums, not
17 the maximums.

18 Where Metro Tech made a mistake years ago in
19 their accessibility 80(a), what do they do? They just
20 reversed it and said, We made a mistake; we are reversing
21 it. And maybe that is another one of their deals: They
22 make mistakes, and they admit it.

23 But the other people are not admitting their
24 mistakes. And they are not -- we are not making progress.
25 And I see little kids every day suffer -- because I mostly

1 do children -- and I see adults who lose their families,
2 who lose their cars, who lose their homes, because they
3 speak Spanish or because they happen to have been born
4 here a long time ago.

5 And it has just got to stop. And I hope that
6 you can help with that by realizing that people who come
7 up here and give you these names and numbers -- I mean,
8 that all looked good, but it is not working where I am at.
9 So thank you.

10 DR. MITCHELL: Okay. Thank you. The court
11 reporter needs your name and official --

12 MR. LAMB: George Lamb -- L-A-M-B -- Office of
13 Handicapped Concerns.

14 And I will submit something in writing, because
15 I have all --

16 DR. MITCHELL: Please. I would appreciate it
17 very much.

18 MR. LAMB: Thank you.

19 DR. MITCHELL: Yes. I guess we will recess
20 until 9:00 tomorrow morning in Tulsa.

21 (Whereupon, at 5:15 p.m., the meeting was
22 recessed, to reconvene at 9:00 a.m., Thursday, June 2,
23 1994, in Tulsa, Oklahoma.)

C E R T I F I C A T E

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HEARING: Oklahoma Advisory Committee to the US
Commission on Civil Rights

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LOCATION: Oklahoma City, Oklahoma

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DATE: June 1, 1994

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I do hereby certify that the foregoing pages,
numbers 1 through 333, inclusive, are the true, accurate,
and complete transcript prepared from the verbal recording
made by electronic recording by Sue J. Brindley.

Sandra Foster 06/13/94
(Transcriber) (Date)

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