

1 under the Constitution because of race, color religion,
2 sex, age, handicap, or national origin, or in the
3 administration of justice.

4 Information which relates to the topic of the
5 forum will be especially helpful to the advisory
6 committee. The proceedings of this meeting, which are
7 being recorded by a public stenographer, will be sent to
8 the Commission for its consideration. Information
9 provided may also be used by the advisory committee to
10 plan future activities.

11 At the onset, I want to remind everyone present
12 of the ground rules. This is a public meeting open to the
13 media and the general public. We have a full schedule of
14 persons who will be providing information within the
15 limited time we have available. And I have a stop-watch.
16 The time allotted for each presentation must be strictly
17 adhered to. This will include a presentation by each
18 participant followed by questions from the committee
19 members.

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

25 Written statements may be submitted to the

1 committee members or staff here today, or by mail to the
2 U. S. Commission on Civil Rights, 911 Walnut, Suite 3100,
3 Kansas City, Missouri 64106. The record of this meeting
4 will be closed on July 2, 1994.

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

12 Any person or any organization that feels
13 defamed or degraded by statements made in these
14 proceedings should contact our staff during the meeting so
15 that we can provide an opportunity for the public
16 response. I urge all persons making presentations to be
17 judicious in their statements. The advisory committee
18 appreciates the willingness of all participants to share
19 their views and experiences with the committee.

20 Mr. Jenkins will now share some opening remarks
21 with you.

22 MR. JENKINS: Thank you, Dr. Mitchell.

23 On behalf of the regional office of the U. S.
24 Commission on Civil Rights, we are very happy to be in
25 Tulsa this morning conducting a community forum on the

1 topic that was outlined.

2 This is a first endeavor by the state advisory
3 committee and also by the U. S. Commission on Civil Rights
4 to take a look at vo-technical education and the Job
5 Partnership Training Act and its impact on the protected
6 classes that the Commission has jurisdiction of.

7 From the transcript that will be developed from
8 this meeting and the meeting that we held in Oklahoma City
9 yesterday, we will transmit a report to the U. S.
10 Commission on Civil Rights which will be developed by the
11 state advisory committee in conjunction with the staff
12 from the Kansas City office. Hopefully, the report will
13 contain findings and hence, some recommendations that will
14 be very useful to groups in the state of Oklahoma in both
15 education and in the partnership -- job training
16 partnership programs.

17 As I indicated, the Commission is also
18 interested in this area. We will probably be conducting
19 similar types of meetings in other states in our nine-
20 state region concerning this topic and preparing a
21 comprehensive statement for minorities and those protected
22 classes under the Commission's jurisdiction.

23 Given the fact that the year 2000 is looming
24 upon us, in terms of the work force, the report will be
25 very useful, not only, again, for the state advisory

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1 before this august body. Yesterday as I addressed this
2 group in Oklahoma City, I tried to address the state
3 system of vocational technical education, Tulsa being the
4 birthplace of that system. Today, I promised Ascension
5 that I would deal with the Tulsa scene.

6 And to try to do a decent job for this
7 committee so that you can do a decent job with your work,
8 I went to the tech school early this morning and did some
9 research because I have been retired since '88.

10 And the last kind of thing that I did before
11 retiring was buy that old Edison property that joins the
12 school on South Memorial. That is a 75,000-square foot
13 building. And when we -- we could not afford to buy that
14 16 acres; it was \$1.9 million for 16 acres fronting
15 Memorial Drive there.

16 But we did buy the back ten acres for
17 \$600,000 -- the back ten acres. And the front six sold to
18 the Edison Jewelers for 1.3 -- or something in the nature
19 of 1.3. But I made them promise that if they ever sold
20 it, I would get the first shot to buy it. And years
21 later, they called me from New York.

22 The year I retired, they called me from New
23 York and said, We are going to sell it; You have got first
24 choice. And being great people and believing in education
25 and knowing what we were doing out there, they let us buy

1 identity, it is how I have mine.

2 So we aren't born to work. We aren't born to
3 have a job, but we are born. And we introduce into that
4 life work so that life will have purpose and meaning. And
5 we will have an identity through, if you will,
6 contributions at all levels.

7 Now, that is a philosophical type statement,
8 but I believe that thoroughly. I believe thoroughly that
9 work must be introduced into life in order that that life
10 will have a purpose in existence. So that basically is
11 behind the whole job scene.

12 Now, of course, primarily, personal economics
13 is thrown into this picture. It is absolutely essential
14 that every life be given the opportunity to become self-
15 sufficient economically. And you can only do that through
16 education and training and jobs.

17 And then -- you all heard the old statement; I
18 don't like the statement, but it is prevalent, and you
19 will understand what I mean: Then we become somebody.
20 Isn't that sort of pathetic that we have to get a good
21 education and prevail in jobs and get an identity of some
22 body before we are somebody?

23 It is pretty easy to understand our dilemma in
24 this country in the area of crime, where we have so many
25 people who don't believe they are somebody. Well, then

1 they don't have economic sufficiency in the palms of their
2 hands. And they don't have a job, and a lot of them don't
3 have an education.

4 So when I started the Tulsa system in 1965, I
5 was just asked a simple question: Would you be willing to
6 leave downtown Central High School, which was an
7 established, four-story building with 3,000 students, a
8 good academic setting -- Would you be willing to leave
9 this setting and open a technical school or a vocational
10 school? I said, Absolutely; I believe in it.

11 So I am saying to this committee that unless
12 you can be a little evangelistic about your job and what
13 you are up to and what you are about, then you ought to
14 get out of it. I believe that thoroughly. We have far
15 too many people in this country earning a livelihood to
16 get a check that don't like the work they are doing.

17 So we -- the first thing we did was institute a
18 counseling program that would help people to get into the
19 kinds of things they liked and had an interest in, if you
20 will. If we could say anything about the success -- and I
21 will say this even though I have been out of that school
22 five years: I still say it is one of the finest of this
23 country, if not possibly the whole world.

24 We have had 14 educators from China through
25 that school -- Australia. And we, over the years when

1 people have called the department of education in
2 Washington D. C. and wanted to know what school to visit
3 to see good secondary programs, good adult programs, they
4 say, Go to Tulsa. And we are proud of that.

5 It is not a false pride; we are proud of that
6 because of what accrued to those people pursuing those
7 training programs. They were in first-class programs that
8 were acceptable to industry and business. One of the
9 greatest things that have occurred in this whole area is
10 the fact that there is a training -- we have a training
11 coalition in Tulsa.

12 A training coalition. And it is made up of
13 about anyone who know anything about training in anything,
14 anybody. That training coalition is based -- and they
15 have an oversight committee with the chamber of commerce
16 that looks like the who is who of business and industry.

17 That oversight committee can look at all of
18 these 501(c) public tax -- nonprofit organizations, and
19 they can look at the PITC, which is the Private Industry
20 Training Council, which is a profit-making organization
21 made up strictly of private people. I have served on that
22 committee. You have got two or three educators on it
23 occasionally.

24 But the direction that training takes has
25 almost always got to be pointed out by the private sector.

1 If we have had any success over the years it is because we
2 have listened to people who knew what they were about and
3 doing.

4 You know, I have been the greatest critic -- in
5 the 43 years that I spent in public schools, I have been
6 the greatest critic while working in that system. The
7 unwillingness of public institutions to change and meet
8 the new needs that are just so visible -- and I have
9 argued and argued, How in the world can you sit and ignore
10 visible needs. The need to change is there.

11 We have been able in this state, as Mack Bettis
12 can tell you, to make some changes through the legislature
13 in public schools. We -- in Public Law 1017, the big law
14 that passed here a couple, three or four years back, the
15 local school district now can make some decisions.

16 The local board of education can decide that,
17 This is what is best for this student. And they can go
18 ahead and put him in that program. But then when they get
19 ready to issue the diploma, if that transcript doesn't
20 have all the requirements on there that the state says you
21 must have to leave this institution and become an adult,
22 then you are in trouble again, and you may wind up with a
23 GED, a General Education Development diploma.

24 We really nation-wide -- now, I shouldn't be
25 talking about Oklahoma, but nation wide -- we just examine

1 the public school system in terms of alternatives. You
2 hear a lot about diversity. You hear a lot about that and
3 cultures, and that is the -- if you will, that is our
4 mixing bowl in this country. That is how we started, and
5 that is how we will end up if we don't take advantage of
6 diversity and educate all of our children.

7 This country will become a very great power.
8 There isn't any doubt in my mind about that. And we are
9 talking about 20 to 25 years. We are talking about one
10 generation of kids. We are talking about losing one
11 generation. And I am telling you: You only have to lose
12 one generation to lose it all.

13 So the public school system is why we are in
14 business today. That is -- why you have a tech system in
15 Oklahoma was the inability of the public school system to
16 do what they needed to do for all of the students. The
17 first high school in America opened in Boston, the seed of
18 education in this country. It still is probably.

19 But the high school hasn't visibly changed much
20 since that first high school opened. It was a prep school
21 to get kids ready for the university. Today's public high
22 school cannot be that kind of institution; it has to have
23 a multiplicity of alternatives to meet all of the needs of
24 all of the cultures and all of the backgrounds and all the
25 ethnicity. You name it, they have to have alternatives.

1 And understand that God didn't make us all
2 alike. We are different by purpose. We are different by
3 plan, and we need to teach other in our public school
4 systems that we ought to be proud of our differences and
5 not ashamed of them. And we ought to address those
6 differences because they are different.

7 Now, I should -- I guess I am off, preaching a
8 little bit. But as I said before, If you can't get a
9 little evangelistic about your job, then get out of it;
10 you will do a second-rate job otherwise. Now, I believe
11 that; that is my philosophy. And we started that school
12 on the basis that the teaching staff and the
13 administration of this school, we are out here as public
14 servants.

15 I don't want to hear the term administrator.
16 We are public servants. We are paid by the public. We
17 serve students, and everything that we do must be a
18 measurable benefit accruing to our students, our
19 graduates.

20 That philosophy still exists at that school.
21 There is an excellent staff in place at that school. The
22 Tulsa Technology Center is four major campuses serving in
23 the neighborhood of 40,000 to 50,000 students a year, both
24 adults and secondary students.

25 I do have some concerns about the declining

1 enrollments in secondary people -- students. And there
2 are reasons for that, legitimate reasons; they are
3 legitimate because they are legal. Most of those students
4 cannot find the time in their school schedules any longer
5 to schedule three-hour blocks of time in training. And a
6 three-hour day is half of the six-hour school day.

7 I don't even agree with a six-hour school day;
8 we ought to be going to school just like people go to
9 work: eight to five, or nine to six, or whatever. What
10 is that old song, "Eight to five," or, "Nine to Five,"
11 that Dolly Parton sings? We ought to get our kids ready
12 for the adult life that they are going to be facing. And
13 we ought to get away from 45-minute training periods.

14 But the greatest need that we in training in
15 Tulsa and in the nation is exposure to more than one or
16 two or three alternatives. Yes, literacy is construed to
17 be reading, writing and arithmetic, or whatever you call
18 it, the three R's, and one more I have added, and that is
19 relevance. Today, it will have to be relevant to the kid
20 or they won't get it.

21 So the biggest challenge to educators today is
22 make whatever is necessary to be taught to kids and
23 youngsters, to make it relevant to them. "Why do I need
24 this:" how many times I have heard that question from
25 children -- "Why do I have to take this?" And if we

1 aren't smart enough to tell them why they need it, this
2 committee will grow, training will grow, obviously public
3 education K through 12 ought to be able to do the job.

4 With the millions of dollars that we put into
5 public schools in this country, K through 12 -- and I am
6 from the old school and the old-thinking school of this:
7 There is a reason for doing about anything that we do;
8 That reason has to be transmitted to our students, and
9 they have to buy into that value system.

10 One of the articles I handed the DES, it talked
11 about society needs people with acceptable, positive
12 attitudes. Well, how do you get those? You aren't born
13 with them; you have the potential to develop them at
14 birth, innately. But how do you get them? You get them
15 through parents, public school teachers -- if you are
16 allowed to teach a value system in public schools.

17 I never did tell youngsters when I taught -- we
18 always had kids that would take something that belongs to
19 another kid, you know; they don't really call that
20 stealing -- but I didn't get down to the commandment,
21 "Thou shall not steal." I said, Look, that pencil belongs
22 to Johnny; He bought that with his money. Now, that is
23 just a wooden pencil.

24 DR. MITCHELL: Your 15 minutes is nearly used
25 up.

1 DR. LEMLEY: Okay.

2 Inanimately -- you can't have any respect for
3 inanimate objects maybe, but you can respect him; It is
4 his property; So don't take his pencil. You can teach a
5 value system if you can figure out how to do it.

6 The fact sheets on the -- I should address
7 briefly the state-wide automated center.

8 How much time have I got left?

9 DR. MITCHELL: Four minutes.

10 DR. LEMLEY: Four minutes?

11 The newest thing in the technical system
12 here -- and it is available to you, and I will leave a
13 world of information with the chairman here. But the
14 automated manufacturing systems, they are with us. The
15 Japanese got into that, robotics, early. They almost
16 drowned us before we got aware of what they were doing.

17 Robotic, or automated, manufacturing is with
18 us. It is going to eliminate some jobs. It will clean up
19 a lot of dirty manufacturing jobs for a lot of people.
20 And -- but it is going -- it is a higher technology. And
21 that 75,000-square foot building on South Memorial is
22 dedicated to that end.

23 There are eight northeast Oklahoma Vo-tech
24 school districts participating in that. It is located in
25 Tulsa, and the brochure I will leave with you shows the

1 names and pictures of the eight superintendents, one of
2 them being a female. And I have worked with all of them,
3 I know them, and they are dedicated people.

4 That is the newest thing to meet the needs of
5 automated business and industry, because it is a world
6 economy, folks, and we can't sit around and just say,
7 Well, we are going to buy all these automated things that
8 the Japanese send to us. We are looking at a balance of
9 trade that is absolutely essential to our survival.

10 And President Bill Clinton has been in conflict
11 with the Japanese ever since he has been in office over
12 those issues, and will continue to be. And he is making
13 some headway, I think. We will get our balance of trade
14 and a better situation with Japan.

15 And Japan and the United States are the two
16 biggest economies around. But the one to watch is the
17 China economy; it is the fastest growing economy, and they
18 have 1.3 billion people, and they will work at anything.
19 It doesn't make any difference what it is, they will work.

20 One last thing before I go out of business
21 here. If I have done one thing in the last two days, I
22 hope this committee will go to wherever you go, influence
23 any group within your dealing and talk something about our
24 work ethic.

25 We must early in the lives of our children --

1 well, let's just look at the back side of it. You have
2 some adults who have no work ethic. That is not really
3 their fault. Someone in the early stages of their lives
4 did not develop the work ethic in them; they have not been
5 taught to work because there was not any work for them to
6 do sometimes.

7 But there are ways to invent things to do.
8 Early work, early assignments, early responsibilities with
9 our children: we must develop a work ethic so that people
10 understand, I will grow up to be an adult; I will have to
11 work at something to earn my livelihood; I will need an
12 income to pay for housing, clothing, food, shelter and
13 transportation.

14 I will need this and I will need that. How am
15 I going to get that? I will get that if I get a decent
16 education, stay in school and find someone who wants my
17 services so that I may hire out and perform a necessary
18 service for someone or some organization.

19 That is how you develop the work ethic, folks.
20 That is essential to our existence. We will decline until
21 we begin that process with each generation. It is not too
22 early to start it in kindergarten, first grade, second
23 grade, third grade. Those children understand English;
24 they understand a lot of languages.

25 My four-year-old grand-daughter started

1 counting to me in Spanish the other day all the way up to
2 ten. I could get to three: uno, dos, tres. She is --
3 she went on from four to ten. So we are doing some kinds
4 of things with youngsters today that we didn't do when I
5 went to school, and they are good.

6 Well, folks, you have got a lot of hard work
7 cut out for you.

8 I hope that you will get your report before
9 Congress, Melvin. And I hope that you will tell them that
10 public schooling built this country; public schooling will
11 either kill it or maintain it. The lack of decent public
12 schooling has done us more damage than I am -- I can speak
13 of.

14 We have got to redesign and restructure public
15 schooling in this country where every individual can be
16 looked at as an individual and be proud to be an
17 individual and have his or her needs met by that school.
18 Now, if we can go to the moon and back, we can do that.

19 I am over time. Thank you.

20 DR. MITCHELL: Okay.

21 DR. LEMLEY: I will leave this information with
22 the chairman.

23 DR. MITCHELL: Okay.

24 DR. LEMLEY: Any questions?

25 MR. BETTIS: Yes.

1 DR. MITCHELL: Cuatro, cinco, seis, siete,
2 ocho, nueve, diez.

3 DR. LEMLEY: All right.

4 DR. MITCHELL: Any burning questions?

5 Yes?

6 MR. BETTIS: Yes. I have worked with Joe for a
7 long time and feel that I know him well enough to joke
8 with him and so on, and have often. But we have had a lot
9 of common interests and needs together all through the
10 time.

11 In looking at this book that you are familiar
12 with, I am sure, it brings out the OESC, or Oklahoma
13 Employment Security Commission tie with Vo-tech. And I
14 used to give the GEDBE [phonetic] Test to prisoners going
15 to McAllister and Granite and all the places --

16 DR. LEMLEY: Right --

17 MR. BETTIS: -- to try to funnel people into
18 the right -- the square pegs into the square holes, et
19 cetera. Your statement in Paragraph -- the grammatical
20 paragraph three, "I do not believe society will accept a
21 public school system which does not provide for multiple
22 alternatives for its graduates," I agree 100 percent.

23 But I have been bothered for years, knowing
24 that people have different abilities just as we have
25 different needs for different sized shoes, different sized

1 clothes and many other things, what -- how multiple should
2 this be? And with your experience, how alternative should
3 it be?

4 Are we heading, at least at the speed of sound
5 here, towards specialism? You can hardly find a general-
6 practitioner doctor today.

7 DR. LEMLEY: That is true.

8 MR. BETTIS: Or anything else; everybody is a
9 specialist in something. And is it a step backwards to
10 look at it that way? Or is it simply a wish for the --
11 what some people call the good old days -- and why
12 antiques are our biggest business in small town U. S. A.
13 today -- people surrounding themselves with the good old
14 days to feel comfortable again, kind of where they came
15 from?

16 DR. LEMLEY: Right.

17 MR. BETTIS: At the same time, trying to learn,
18 like me, how to program their VCR.

19 DR. LEMLEY: Right. Absolutely.

20 MR. BETTIS: And I don't know. I can't say
21 where we are going with this. Is not Vo-tech somewhat a
22 return to the future? And by that, I mean a tightly
23 scheduled curriculum. Any school --

24 DR. LEMLEY: Yes. That is true.

25 MR. BETTIS: Any school cannot and will not

1 ever get all students. Where do we start the separation,
2 and how do we make it, Joe?

3 DR. LEMLEY: Okay. There are two major facets
4 to that. One deals with interest, and one deals with the
5 world. We have to listen to the world and what is needed.

6 Now, if you ask a youngster what they like and
7 what they dislike, they will sometime like kinds of things
8 that society doesn't need. So there is a very fine,
9 indelible line between needs and wants, and what one wants
10 is not always what one needs. So we have to look at the
11 world to deliver us what we need. And we say, Well, I
12 would rather do this; But if there is no job out there in
13 this, I had better do something where there is a job.

14 So we have to look at the -- that is why there
15 is an advisory committee for every craft taught in the
16 Tulsa tech system. They don't -- they meet twice a year
17 to look at equipment and the curriculum, every year. And
18 that report is made to the local board of education and to
19 the state, that, This advisory group has met and this is
20 what they say to change; This has to be done before the
21 next term starts.

22 That is an update annually. That goes on
23 annually. That is required, by the way, by the state
24 board of vocational technical education. And that may be
25 required by law. I am not sure. But to keep Tech

1 updated, that is what they have to do. That is why they
2 have the automated manufacturing center going in right
3 now. It opened in February of this year, and there are,
4 like I said, eight vo-tech schools participating in that.

5 Now, the manufacturers need to have people
6 trained in automated manufacturing. They are sending
7 their employees to that school to learn the system. They
8 are also learning what kind of equipment to buy to
9 institute automated manufacturing.

10 So for the first time -- well, not the first
11 time; we have been doing this for a long time in Tech --
12 education ought to lead, not follow. That is what we are
13 talking about. Education ought to lead. And Tech is
14 leading; they are leading in business and industry.

15 DR. MITCHELL: Okay. We need to move on.

16 DR. LEMLEY: Okay. I need to move on. But --

17 DR. MITCHELL: We have -- the --

18 DR. LEMLEY: The question he asked is a very
19 relevant question. It is very hard to answer it.

20 Yes, sir?

21 DR. MITCHELL: Well, I think we need to move to
22 the next person. And --

23 DR. LEMLEY: Yes. Okay.

24 DR. MITCHELL: Yes?

25 I am sorry. One quick --

1 MR. JENKINS: One quick question, Dr.?

2 DR. MITCHELL: One quick question.

3 MR. JENKINS: I appreciate your comments on
4 diversity and culture. One of the things that we are
5 focusing on with this committee and, hopefully, the final
6 report, deals with the impact of vocational education on
7 minorities and protected groups including women and the
8 disabled.

9 Given your years of experience in this area and
10 that you are looked at somewhat as the developer of vo-
11 tech in this city and perhaps the state, what have been
12 some of the obstacles or barriers towards getting more and
13 more of the protected groups involved in voc-ed, and what
14 has been the outcome whether or not they have been
15 successfully placed?

16 DR. LEMLEY: Working with the mayor's committee
17 on hiring -- employment of the handicapped was one of the
18 greatest things we got started. Mayor Huegly [phonetic],
19 when he was mayor, started that. And we could design
20 programs for handicapped youngsters for their employment,
21 and we had to meet with employers and say, What kind of
22 employees do you need with these abilities, you know?

23 We had people that were physically handicapped.
24 We designed equipment that was lowered to wheelchair
25 height. We put in ramps. We spent a lot of money in

1 modifying buildings so handicapped people could get into
2 them.

3 The biggest barrier we have yet in
4 employment -- in training is because: unless employers
5 will hire them, we -- there is no need to train them.
6 Employment by the private sector and the public sectors of
7 handicapped individuals, there needs to be a national
8 effort made in that and particular and specific curricula
9 developed for specific jobs that they can handle.

10 To insult their intelligence by training them
11 in jobs that they can't get is ridiculous, and I refuse to
12 do it. It is a slap at them. It isn't fair. It further
13 dehumanizes them to train them in an area where they can't
14 get employed.

15 So when I get an employer say, Yes, I will hire
16 him, building and grounds maintenance is a good one I put
17 in. I have got youngsters who are making good money
18 taking care of golf greens. And they can take care of
19 them; they are taught to do it.

20 Overhauling maintenance and maintaining
21 equipment for yards, lawn-mower overhauling: all kinds of
22 things that people can do and like to do. Some of our
23 graduates are driving Cadillacs, cleaning downtown
24 buildings.

25 MR. JENKINS: Can you speak now to minorities

1 and females involved in voc-ed?

2 DR. LEMLEY: In voc-ed, the female population
3 has increased faster than the male population. It was
4 smaller when we started. You have a lot -- you have more
5 females pursuing -- in the minorities, you will have more
6 female minorities pursuing voc-ed than you will male.

7 Even the all -- all the females were below the
8 males when we first opened. We had more males, and we had
9 very few females. The reason was: when we got into
10 changing the law, we trained females for previously all-
11 male jobs.

12 Northeast Vo-tech trained them for linesmen.
13 They climb telephone poles and hang wires. Women are
14 doing all kinds of technical work now. So it has
15 improved. But why did it improve? Because we had
16 diversity in the curriculum.

17 MR. JENKINS: Great. Okay.

18 DR. MITCHELL: Okay. Thank you, very much.

19 DR. LEMLEY: Thank you.

20 DR. MITCHELL: We have a representative from
21 the mayor's office.

22 MS. KITZ: Yes. I am very sorry I am late.

23 DR. MITCHELL: Oh, that is all right.

24 MS. KITZ: I didn't mean to be late.

25 I just wanted to tell you that I am delighted

1 to welcome all of you here today on behalf of the mayor.

2 DR. MITCHELL: Would you take table
3 microphone? -- because we are recording this.

4 MS. KITZ: You have to record this?

5 DR. MITCHELL: Yes.

6 MS. KITZ: It is just a short --

7 DR. MITCHELL: Well, we still need it for the
8 record.

9 MS. KITZ: Okay.

10 MR. JENKINS: Yes.

11 DR. MITCHELL: Yes. And state your name and
12 who you represent.

13 MS. KITZ: All right.

14 DR. MITCHELL: You have given it to us, not to
15 them.

16 MS. KITZ: My name is Hilary Kitz, and I am an
17 assistant to Mayor Savage. I am delighted to welcome you
18 here today on behalf of the mayor. She asked me to
19 personally convey her apologies that her schedule made it
20 impossible for her to join you.

21 I see several familiar faces, and I am sure
22 that we will all learn from each other about the impact of
23 job training programs on minorities, women and persons
24 living with disabilities. We are pleased to have the
25 members of the advisory committee here.

1 I notice that your hearings end about 4:00, and
2 I would encourage you to enjoy Tulsa in the late afternoon
3 and early evening. And best of luck with your hearings.
4 Thank you.

5 DR. MITCHELL: Thank you, very much.

6 We have Mr. Allen Miller -- Milner --

7 MR. JENKINS: Miner.

8 DR. MITCHELL: Miner? Big apology.

9 MR. MINOR: Thank you, Commissioner.

10 DR. MITCHELL: These bifocals are giving me
11 problems. Senior Independent Living Counselor, Ability
12 Resources. And is Michelle Hoffman here, too?

13 MS. HOFFMAN: Yes.

14 DR. MITCHELL: Thank you.

15 MR. MINER: Hello, ladies and gentlemen. And
16 thank you for the honor of talking this morning on the Job
17 Training Partnership Act and different related programs.

18 I am an advocate for people with disabilities.
19 I have been working in this field for a long time, and I
20 see the Job Training Partnership Act as a win-win
21 situation for both the companies involved in it and the
22 persons who -- with disabilities, and minorities, who get
23 to participate in this plan.

24 As a person with a disability, when you suffer
25 from a given disability and you lose your job, it is very

1 difficult to re-enter the job market because there are
2 several barriers out there. And one of them is the
3 adjustment process, and it is, you know, both
4 psychological and physical.

5 And that has nothing to do with the job, but
6 you have got to be job-ready emotionally. So you have got
7 to be able to work through your anger, your frustrations
8 and your -- and get ready in your mind-set to go back to
9 work.

10 Okay. Once you get in and you are wanting to
11 get back to work and you have got that fire relit,
12 sometimes that fire gets put out by, Where do I go? The
13 Job Training Partnership Act is a great program in the
14 sense that it can pay part of the salary for the first six
15 months. And -- but how do I get into it?

16 You know, some rehabilitation counselors
17 through the Division of Rehabilitation Services are not
18 familiar with all the necessary loops to be able to do it.
19 So I think it takes education on both sides. It takes
20 education to educate the state entities involved to be
21 more sensitive to that person, not to put that fire out.

22 Also, the consumer would have a barrier if he
23 needed some equipment, because of the state regulations
24 that they have got out right now that say that if we -- if
25 this person needs a computer or an adaptive device but the

1 employer cannot afford to buy it, if the Division of
2 Rehabilitation Services was to purchase it, if it costs
3 more than \$750, they have to go out for a state bid.

4 That could take all the way from two to six
5 months to be able to get that equipment. And by then, the
6 job is over and the fire is put out.

7 So it is -- last year, the state of Oklahoma
8 passed a law to be able to raise that cap on certain
9 issues to \$2,500, which is a little bit more reasonable
10 than \$750 when you are talking about adaptive equipment,
11 but it got quenched when it comes to the legal people.
12 The bill is basically non-existent, because they are still
13 going by the \$750 cap.

14 So you are looking at barriers along that line.
15 It is not necessarily the Division of Rehabilitation's
16 fault in that area, but something needs to be done to be
17 able to get that equipment, because I work with people
18 with disabilities and had jobs lined up with them in the
19 past, and the company was a small company and could not
20 afford to buy the adaptive equipment and the equipment
21 cost \$1,200, and the person lost the job because he was
22 not able to be able to get the equipment. So that is a
23 very strong issue there.

24 The gentleman before us talked about looking at
25 the job market. One of the barriers I see is that the

1 A couple of other barriers is lack of education
2 on the employers' side. They are not familiar with the
3 Job Training Partnership Act. They are not familiar with
4 tax credits that are available or the target job tax
5 credit program that can allow up to 40 percent of the
6 first \$6,000 for the employer if they hire a person with a
7 disability or a person of minority, and they qualify those
8 problems.

9 The employers are not aware of some ADA breaks
10 that they might have, the -- 50 percent of the first
11 \$10,000 on some barrier removals, and so on. So what
12 needs to be done is needs to be educated -- the employer
13 needs to be educated, as well as the consumer, to know
14 what is going on out there, the consumer being a person
15 with a disability.

16 One problem that occurs is that everyone is not
17 giving focus to the needs; everyone is not looking at who
18 the target is. Are we going to target the consumer, the
19 person with the disability? Or are we going to target the
20 employers? We need to probably target both of them.

21 One way to do that for your employers is maybe
22 hit the CPAs to be able to show them what is available,
23 the job -- you know, about the Job Training Partnership
24 Act and also, the other programs that are available on the
25 tax breaks. So that way, your foot is in the door. In

1 some way, get the word out -- you know, because people are
2 filling out their taxes, and these are basically some tax
3 credits.

4 And, you know -- but anyway, I am going to step
5 aside and let my friend here take over and let her talk.
6 And then we will answer questions afterwards. But those
7 are some thoughts that I had down, and we will answer
8 questions at the end of her speech.

9 DR. MITCHELL: Thank you, very much.

10 MS. HOFFMAN: Thank you, Allen.

11 DR. MITCHELL: Yes.

12 Ms. Hoffman?

13 MS. HOFFMAN: Thank you.

14 I am Michelle Hoffman, and I work for the Tulsa
15 Association for Retarded Citizens, which is a systems and
16 individual advocacy organization for people with
17 developmental disabilities. I do have for you copies of
18 my written report, and I am just going to highlight some
19 key issues there.

20 You will note that I have defined what a
21 developmental disability is, because most often, people
22 say, What is the difference between a developmental
23 disability and a physical disability.

24 Basically, a developmental disability is a
25 severe, chronic disability of a person five years of age

1 or older, manifested before the age of 22, likely to
2 continue indefinitely, and it results in some substantial
3 functional limitations of major life activities.

4 I want to thank you for the opportunity to be
5 here today, but mostly, I want to thank you for the
6 opportunity to work through this process of finding out
7 information about JTPA and the vo-tech services. As an
8 advocate for people with disabilities, I wasn't quite
9 aware of some of the issues, some of the success stories
10 and some of the barriers. So I appreciate you helping me
11 to do my job a little bit better now.

12 What I did to reach this process was to go to
13 some Tulsa public schoolteachers, to the state department
14 of education, to some public school administrators, the
15 state department of vocational rehab and area vocational
16 service providers. I want to talk a little bit about the
17 current environment, meaning that -- transition services
18 for students with disabilities.

19 There is a real big emphasis being put upon
20 those services across the United States and here in
21 Oklahoma to help students transition from school to work
22 successfully, because historically what has happened is
23 that people with disabilities, especially developmental
24 disabilities, graduate from high school, and then they
25 just kind of hang out at home.

1 I have a younger sister named Debbie who has
2 developmental disabilities. And when she graduated from
3 high school, she hung out at home. But now, there are
4 programs in place to help her with her job and with her
5 living services, and that is real neat to see.

6 Specifically in Oklahoma, also, we are in a de-
7 institutionalization process of closing down our state
8 institutions and down-sizing the two other state
9 institutions, which means that there are many more
10 students, especially in the Tulsa area, who have
11 developmental disabilities who will be accessing generic
12 services. Included in those services are JTPA and the vo-
13 tech services.

14 I want to talk about the successes that I was
15 aware of in JTPA. The public schoolteachers gave great
16 praise to JTPA, saying that the programs are very
17 accessible to varying levels of disabilities, the programs
18 allow for creativity and flexibility and that one issue
19 that is real important to people is transportation, that
20 they really like it that PITC gives bus passes to people
21 so they can get to places, which is real helpful.

22 Some of the key barriers to accessing JTPA is
23 that the application now requires a parent's signature for
24 the student to be involved. When you have a student who
25 doesn't have parents who are involved in their education,

1 they can't access those opportunities, and that is a
2 frustration. So perhaps we need to look at how we can
3 adapt that.

4 The programs don't address the needs of
5 students in the 9th and 10th grades; that is a critical
6 age. As Dr. Lemley has said, we have to start reaching
7 kids younger to start developing work ethics and
8 understanding their strengths and their abilities.

9 There was a teacher who had developed a cross-
10 generational tutoring program, where she took 15 students
11 without disabilities and three students who had
12 disabilities to go tutor an elementary school. And they
13 tutored students with and without disabilities. And the
14 students were paid a minimum wage.

15 Their biggest problem was transportation. The
16 school wouldn't let them use the public school buses to
17 take them. If they -- those students were being tutored,
18 then they could use the school buses. But because they
19 were doing the tutoring and getting paid, they couldn't
20 use the buses. A simple problem that should be able to be
21 fixed real simply, but those are the kinds of things that
22 stop programs from moving forward.

23 Right now, they are depending upon volunteers.
24 And that works some days, and some days it doesn't.

25 Vocational service providers in the area that I

1 talked to said that the JTPA is too bureaucratic for them
2 to help access those services and it is like pulling teeth
3 to get people in. Programs were cut from the north Tulsa
4 schools where, if you know Tulsa very well, schools in
5 north Tulsa face different economic situations than
6 schools in south Tulsa.

7 Programs in north Tulsa were cut and diverted
8 to schools in south Tulsa. People in north Tulsa are
9 really upset by that; people in south Tulsa are really
10 excited about that.

11 The teachers told me that students with
12 learning disabilities and emotional disabilities have a
13 better chance of getting accepted into a JTPA program and
14 that there are not enough slots for money for JTPA
15 programs. And I think what a lot of the areas are telling
16 us is that people are excited about JTPA, they like JTPA;
17 it just needs some improvements.

18 On page 4, we talk about the success in
19 accessing vo-tech. A teacher told me that the STEP
20 Program, which is a new program developed here in Tulsa,
21 takes people through simulated job sampling so that their
22 strengths can be assessed, and that is a successful
23 program, and that one of the successes, if you get a
24 skilled counselor who has values about people with
25 disabilities, then you have a good chance of helping the

1 students.

2 And the reverse of that would be if you have a
3 counselor who doesn't value people with disabilities, then
4 you don't have a chance of getting very many places. And
5 I think that is true across the board in any profession.

6 Barriers to accessing vo-tech. I found more
7 people were really frustrated with the vo-tech system.
8 There is limited accesses. Most of the classes are
9 segregated more than they are integrated. They do
10 interview students, but few are accepted. It is more of a
11 weeding process than a recruiting process when they come
12 to the schools.

13 The programs are behind the times. They are
14 the classic grounds and maintenance, as Dr. Lemley had
15 talked about, and institutional food services. And in the
16 field, we call that "Food, filth and flowers." Those are
17 the three fields we usually tend to direct people with
18 disabilities towards.

19 Well, people with disabilities are far more
20 than food, filth and flowers. We have to think about what
21 it is that people want to do and look at the job market.
22 And we can do those two things together successfully.

23 If parents threaten due process, then programs
24 are created. Existing programs are not adapted; new
25 programs are created. Someone suggested that a classroom

1 liaison would be a really good benefit for the program.
2 They only take the very best students. That is, students
3 who are non-destructive, make As and Bs and who are white.

4 A vocational provider was told that the vo-tech
5 in her town does not take applications from people who are
6 mentally retarded. And I would be glad to give you any
7 information of people that you would like to talk to about
8 these specific claims.

9 DR. MITCHELL: When they say mentally retarded,
10 are they just talking about including just -- learning
11 disabilities, including mental retardation?

12 MS. HOFFMAN: Mostly people who have mental
13 retardation, especially severe mental retardation.

14 DR. MITCHELL: Okay. So we are not talking
15 about just learning disabilities?

16 MS. HOFFMAN: Right. No. Most --

17 MR. FAGIN: They are talking about people whom
18 you believe are educable and trainable to perform a job
19 function?

20 MS. HOFFMAN: Right.

21 MR. BETTIS: Is there any definition?

22 MS. HOFFMAN: In mental retardation?

23 MR. BETTIS: That they use?

24 MS. HOFFMAN: No. When I talked to the
25 provider who told me that, they have a workshop,

1 vocational provider, and they serve a variety of people
2 with disabilities. Every person that they have taken, the
3 vo-tech says, We don't take applications from people who
4 are mentally retarded.

5 MR. FAGIN: I would ask for a definition and
6 get it in writing.

7 DR. MITCHELL: Let them define it, yes.

8 MS. HOFFMAN: Okay.

9 On page 5, there is a statement that, "All the
10 paper work goes through a regional office." That was
11 mistakenly put into the vo-tech section and should go to
12 the JTPA section of, "Barrier." So if you would, just add
13 that to your paper there.

14 And that barrier -- I am going to step back a
15 little bit and talk about JTPA barrier -- is that all the
16 paper work goes through a regional office. And this often
17 serves as a disincentive to the development of new
18 programs. If a new program is developed, then that
19 program has to be made available to any student in the
20 region.

21 And this means that all the paper work would
22 have to be processed through that particular regional
23 office, which, if you are the one person doing all that
24 paper work, can be a real disincentive.

25 And then back to a barrier to assessing vo-

1 tech, the Voc-Rehab Act of 1992 amends -- states that, "A
2 person cannot be discriminated against because of their
3 level of disability." And this is often interpreted as,
4 We can't serve the higher functioning, that we have to
5 spend our time serving people who are lower functioning,
6 for lack of a better word.

7 DR. MITCHELL: That means we have five minutes
8 left.

9 MS. HOFFMAN: Any questions?f

10 DR. MITCHELL: Oh. Continue. Go ahead.

11 You --

12 MS. HOFFMAN: That is it.

13 DR. MITCHELL: Perfect timing.

14 MS. TARBEL: I have got some statistics from
15 1991 on people with disabilities and the JTPA.

16 MS. HOFFMAN: Uh-huh.

17 MS. TARBEL: And the Tulsa area had 714 adults,
18 ten disabled, which was 1.4, which was very, very low.
19 Allen or Michelle, do either of you have any comments on
20 that? This is kind of low with the rest of the state.

21 MS. HOFFMAN: That is low. In my speaking
22 with --

23 MS. TARBEL: Has it improved since 1991, do you
24 think?

25 MR. MINER: The -- in rehabilitation -- and a

1 lot of people are under-utilizing the JTPA. They are
2 worried about just basically getting the vocational
3 training over with and going in to training. They don't
4 look at the JTPA program. And I think it is very under-
5 utilized here in Tulsa, Oklahoma.

6 MS. TARBEL: Do you think that mainstreaming is
7 going to improve people with all types of disabilities in
8 the future?

9 MR. MINER: I think it is going to take some
10 changes in the administrations of the agencies before it
11 takes effect, Jill.

12 MS. TARBEL: What about the public schools? Do
13 you think they have been improved?

14 MR. MINER: Public schools? I think that it is
15 a start. And -- but it is going to take some -- you know,
16 like when they graduate, you know, the consumer is going
17 to be a little bit more prepared. Then they are going to
18 have to go on and get educated. And if the rehabilitation
19 agency or the JTPA agency is -- still has 1970s or early
20 '80s blinders on, you are still going to have problems.

21 MS. TARBEL: Is industry starting to call and
22 ask for people with disabilities who are trained?

23 MR. MINER: Yes. I am getting a lot of phone
24 calls, and I cannot fill the jobs because they don't have
25 the experience needed to fill the jobs.

1 MS. TARBEL: How do we reach the people with
2 both types -- or all types of disabilities who need
3 training and aren't getting it? A lot -- I know that a
4 lot of people are still in the back rooms at home,
5 particularly in minorities who are not being mainstreamed.
6 How do we get people out of the back rooms?

7 MR. MINER: It takes --

8 MS. TARBEL: How do we educate the parents and
9 the caretakers of the minority people to get them out of
10 the back rooms?

11 MR. MINER: It takes the idea of working within
12 the community to be able -- so this, you know, person can
13 lead a successful life. They are looking at the old role
14 model that society viewed: if you are disabled, you don't
15 have to work. And we need to educate them in saying not
16 necessarily, You don't need to work, but, It is your right
17 to work if you want to work. And you need to be able to
18 change along those lines.

19 MS. HOFFMAN: I would like to add that I think
20 we solve that kind of problem one person by one person.
21 We have to do one-on-one contact with people and parents,
22 going to them and saying, These are the options that are
23 available for you.

24 MR. MINOR: This is your right.

25 MS. TARBEL: You also have to convince them

1 that -- if they are the caretaker, when they are gone,
2 what is going to happen to that person.

3 MS. HOFFMAN: Right. Exactly.

4 MR. BETTIS: I wonder how accurate the numbers
5 and statistics are in this field. For example, I suspect
6 anyone who has some sort of a learning or work, physical,
7 mental handicap, disability, challenge can get by with it
8 to falsify a little bit on their job application, knowing
9 they won't get hired if they put it.

10 I wonder what percentage might be missing on
11 actual records if it were done because in many ways, all
12 of us have something as a challenge to us, a handicap,
13 that we don't do well in. So I just wonder, really, what
14 all we are missing.

15 MS. HOFFMAN: I would agree with that. I think
16 that we are going to see the population, especially with
17 learning disabilities, increase with the amount of drug
18 use and alcohol use, because alcohol is the largest cause
19 for disabilities.

20 MR. BETTIS: It was interesting. I heard on
21 Public Radio recently the first case on the Americans With
22 Learning Disabilities Act, ADA, was in a volunteer
23 situation in California. Someone had volunteered to come
24 in and assist to the best of their ability, and they were
25 told, You can't do the job. And that was the first

1 lawsuit under the Act, and they won.

2 MR. MALETZ: When you say industry is calling
3 and asking for people --

4 MR. MINER: I have got a file. And I have --
5 you know, I have got a reputation that I do find and I do
6 match people with jobs all the time. I have got a lot of
7 clerical jobs there are always people contacting me about.
8 I have got a lot of -- you know, of stuff like if you know
9 a little bit about computers, or whatever.

10 And it is just not -- you know, that is not out
11 there -- you know, the consumer. And I contact
12 rehabilitation and say, I have got this job; Tell them
13 about it. And they don't have anybody ready for me. I
14 contact two or three counselors -- I know the counselors
15 to contact -- and they don't have anybody ready for me.

16 And so, you know, it is -- some jobs are out
17 there. It is just that they are not ready.

18 MS. TARBEL: In other words, people are not
19 getting the training?

20 MR. MINER: They are not getting the training.

21 DR. MITCHELL: That is --

22 MR. MALETZ: And that is an encouraging
23 phenomenon, that there is -- there are jobs available for
24 some.

25 MR. MINER: That is encouraging. But I really

1 think the solution, like I mentioned earlier -- and I
2 don't know how my friend here thinks -- is for -- to do a
3 job study on the market. Contact different companies.
4 Find out what is -- what jobs are needed out there instead
5 of just saying, Well, I know you would like to be a brain
6 surgeon -- I am exaggerating here.

7 DR. MITCHELL: No. That is a good example.

8 MR. MINER: You know, but you don't -- you
9 can't do -- you can't necessarily pay for what you want to
10 do. A couple of years ago, I was a young man going
11 through rehabilitation services, and I was wanting to be a
12 radio announcer. And I was a good radio announcer, but
13 there was no money in it. I went and got a two-year
14 degree in it, tried to find a job in it.

15 I looked at the situation and realized that
16 there was no money in it; there was no way that I could
17 support myself, you know. So I chose to change degrees
18 and went into counseling. Okay? That was the job market
19 for -- that was needed at the time. I needed to be a
20 counselor.

21 It is not everyone's job market. But a lot of
22 people, if they don't -- you know, I took that upon
23 myself; my counselor did not guide me. My rehabilitation
24 counselor did not guide me. I looked at the times, I
25 looked in -- and I looked at the job market. And I did

1 that on my own.

2 What we need to do is to get people to be able
3 to look at that job market for the consumer, help the
4 consumer get these decisions that I was able to make 12
5 years ago.

6 DR. MITCHELL: Mr. Fagin, you have a question?

7 MR. FAGIN: What I keep hearing not only from
8 you all today, but also from yesterday -- and I wish Dr.
9 Lemley was still here -- is that the vo-tech system, for
10 all its wonderful programs, does not seem really user-
11 friendly as a whole to the protected groups that we are
12 here to discuss; that there isn't really an outreach
13 system that goes out to all the protected groups,
14 disabled, minorities and so forth, and says, Here is what
15 we have; And how can we help you.

16 Nor is there a support system once you are in
17 the program, whether it is transportation that may be
18 some -- or a lot of other things that are needed. Nor is
19 there a focus, apparently, within the program on, Are we
20 training you for something that you can go out and get a
21 job and know you can keep a job with.

22 This seems to run completely throughout -- and
23 I know we are not supposed to make speeches. We were told
24 now that we are supposed to ask questions. But I am
25 trying to get to the --

1 DR. MITCHELL: Well, but the --

2 MR. JENKINS: Background.

3 DR. MITCHELL: Background.

4 MR. FAGIN: But it is a very disturbing thing.

5 And groups like yours can do the work, just you have been
6 learning about it. And maybe that is the way practically
7 it has to speak, whether it is Hispanic societies and
8 Urban Leagues and others, through their counseling
9 programs that can -- through school counseling. There
10 isn't enough of it.

11 They need to be out in the community, and I
12 think they ought -- they are required to under the Act to
13 get the word known to these protected groups as to what is
14 available and to work with them to make them real. And it
15 is really disturbing at this point.

16 DR. MITCHELL: Yes. And let me follow up on
17 this for a second, because it is important that we have a
18 good, accurate record. Now, the record will have to show
19 what is being said. From the Vo-tech, we can get numbers
20 from them.

21 Do you have any documentation or any numbers of
22 people that you have sent out or you have asked for jobs
23 that were not filled because you couldn't find people to
24 fill it? Do you have any data on that that you could
25 submit to us that we could have? -- because that would be --

1 MR. MINER: I could put something together with
2 you.

3 DR. MITCHELL: Well, we have 30 days from today
4 to get additional information. And I think we need to
5 have some documentation because we have heard on one side
6 how great it is; the other side we hear, it is not so
7 great. And I --

8 MS. TARBEL: Earl, Michelle --

9 DR. MITCHELL: We can't deal with feelings.

10 MS. TARBEL: Well, Michelle --

11 MR. MINER: I am not dealing with feelings. I
12 am dealing with --

13 DR. MITCHELL: I know. I understand.

14 MR. MINER: Yes.

15 MS. TARBEL: Michelle says -- I think this is
16 very apropos. It says, "If parents threaten due process,
17 the programs are created. Existing programs are not
18 adopted." And I think maybe that needs to be answered.

19 DR. MITCHELL: Okay. But I --

20 MS. HELTON: Why do they have to threaten?

21 MS. TARBEL: That is right. Why should they
22 have to threaten?

23 DR. MITCHELL: Excuse me. Yes.

24 Mr. Jenkins, would you back me up?

25 MR. JENKINS: Let's get back to asking

1 questions and not making speeches.

2 DR. MITCHELL: Not making statements.

3 MR. JENKINS: This is not a forum among
4 committee members. We have participants to give us the
5 information. Let's ask the information.

6 MR. FAGIN: Okay. Well, let me -- my question
7 is: Do you agree generally with that statement, and if
8 not --

9 MS. HOFFMAN: Most definitely.

10 MR. FAGIN: Do you want to expand on it?

11 MR. MINER: Yes.

12 MS. HOFFMAN: Most definitely, I agree. And I
13 know in the developmental disability field, it -- the vo-
14 tech issue is starting to rise to the top. And people
15 are, like, Why aren't we being able to access this, and,
16 What do we need to advocate for? And that is part of the
17 process: people advocating for those services.

18 When people advocate, those services happen.
19 When people threaten due process, those services start to
20 happen. Everything is such a process.

21 MR. MINER: That is fine. And I am not arguing
22 with you. But people with physical disabilities and --
23 what I will do is, if you would like, I will give you --
24 and I will get a release to do this -- I will give you
25 some consumers that would like training or whatever, and

1 that the system has failed them, you know. And --

2 DR. MITCHELL: We would appreciate that very
3 much. That would be very helpful.

4 MR. MINER: Yes. I mean I would be more than
5 happy. You can contact them. I will get a release, I
6 will get you their names, and you can call them and talk
7 to them. And they will definitely give you a story, you
8 know, that they would like to get some training and so on.

9 And a lot of them are not high functioning.
10 But that is fine, you know, because we all are on
11 different levels. And we need to be able to approach this
12 person who is not high functioning to be able to make sure
13 that person has a right to work, as well.

14 MS. HOFFMAN: And I will get some information
15 from the vocational provider who said that, the mental
16 retardation issue, and ask them to give me some numbers of
17 how many people they have taken to the vo-tech.

18 DR. MITCHELL: We appreciate that very much.

19 MS. FIST: Is Ms. Hoffman funded by the United
20 Way locally, or is she --

21 DR. MITCHELL: The question is: Are you funded
22 by the United Way locally?

23 MS. HOFFMAN: My position?

24 MS. FIST: Yes.

25 DR. MITCHELL: Yes.

1 MS. HOFFMAN: Yes.

2 DR. MITCHELL: Okay.

3 MS. HOFFMAN: Part of our funding is through
4 the United Way, and then through DHS.

5 MS. FIST: Oh, through DHS? So you have state
6 funding?

7 MS. HOFFMAN: Yes.

8 MS. FIST: That, too, plays a --

9 DR. MITCHELL: That certainly does.

10 MR. MINER: And I am funded federally. And
11 also I have United Way and private donations and a little
12 bit of everything.

13 MS. HOFFMAN: Yes.

14 DR. MITCHELL: A question from Mr. Jenkins?

15 MR. JENKINS: Mr. Miner, you mentioned that you
16 had several inquiries from, I guess, private industry for
17 jobs, and you contacted the Voc-Rehabilitation Services
18 and they didn't have persons ready for you to fill those
19 jobs with. Could you explain that -- what you meant by
20 that?

21 MR. MINER: Yes. What I usually do is -- a
22 company will contact me and say, I have got a job -- well,
23 let's take a generic job -- I have got a job open for a --

24 Am I up?

25 DR. MITCHELL: No. Sorry. Just resetting.

1 MR. MINER: Okay. I have a -- they contact me
2 or send me a letter that they have a job as a clerical.
3 Okay? You know, we will say -- and they must have skills
4 such as being able to type 50 words a minute, being
5 proficient in WordPerfect and in -- you know, be able to
6 do clerical work.

7 I will call the rehabilitation counselor. And
8 I will say, I have got this clerical position open, and it
9 starts off at \$7 an hour -- and this is typical -- do you
10 have anyone available that can fill this position?

11 And they say, Well, we will put it -- we will
12 circulate it around; We will get the information to you if
13 we do and -- because they have asked me to screen the
14 person to be able to make sure that the person does have
15 the training to do the job. They have asked me as a
16 liaison. So I will say, Okay, I will, you know. So I
17 contact Rehab, and I don't get a word back.

18 MR. JENKINS: Why not? What is the
19 responsibility of Voc-Rehab in that particular light?

20 MR. MINER: Their job responsibility, if they
21 do have a person, is to be able to help me find the job
22 for that person. And, you know, I mean I am doing them a
23 service. I -- my main job is not necessarily for job
24 placement, but I have got a reputation that I do get
25 people qualified people.

1 And so companies contact me. And it is kind of
2 embarrassing when I have to contact these people back and
3 say, Well, I am sorry; I don't have anything available.

4 MR. JENKINS: Have you approached that problem
5 with Voc-Rehab?

6 MR. MINER: Yes, I have.

7 MR. JENKINS: And what has been a response?

8 MR. MINER: Nothing.

9 MR. JENKINS: Can you tell me who you may have
10 contacted? Because we want to follow up on that. If
11 there is a breakdown in services, we need to find out from
12 Voc-Rehab --

13 MR. MINER: The counselors -- and again, I
14 don't want to -- I was warned about not pointing fingers.

15 MR. JENKINS: Right.

16 DR. MITCHELL: Right.

17 MR. JENKINS: Generically?

18 MR. MINER: Generically, it would be the
19 regional office, you know, the regional rehabilitation
20 office here in town. And, you know, I contact the -- and
21 I am not going to put fingers at counselors, but the
22 director there is -- or the manager is E. G. Finley
23 [phonetic], and he is not a bad guy, and he will work with
24 me, and the whole bit. So I am not pointing fingers, but
25 they don't have anyone available.

1 DR. MITCHELL: Do you have any written requests
2 or anything like that to --

3 MR. MINER: Oh, I have got written requests for
4 jobs.

5 DR. MITCHELL: Then we need to have --

6 MR. MINER: I mean they send me job
7 announcements all the time.

8 DR. MITCHELL: Then we need to have that
9 information.

10 MR. JENKINS: Right.

11 MR. MINER: Okay. I --

12 DR. MITCHELL: Copies of that.

13 MR. MINER: I just got through dumping -- you
14 know, every few months, I have to dump the file. They
15 send me letters all the time. And I can just send you
16 whatever I have got in my files now for the last four
17 months.

18 DR. MITCHELL: We would appreciate that very
19 much. That would be very helpful.

20 DR. MALETZ: Just a --

21 DR. MITCHELL: Yes, Dr. Maletz?

22 DR. MALETZ: A corresponding question would be:
23 Does the rehabilitation agency have people that they refer
24 to you --

25 MR. MINER: Yes, they do.

1 DR. MALETZ: -- who are trained for something,
2 but you cannot find them a job? Is there a --

3 MR. MINER: Yes, they do --

4 DR. MALETZ: Is there a mis-match in the kind
5 of --

6 MR. MINER: They do, but --

7 DR. MALETZ: -- training and job requirements
8 that you --

9 MR. MINER: They do, yes. And there is some
10 out there that I can't find jobs for because of special
11 needs out there. And again, my main job is not to provide
12 jobs; my main job is to be able to assist someone in
13 adjusting to their disability and to be able to help them
14 getting -- living in a community. And then I will find
15 them jobs once they are at that level.

16 In the last year, I have had about seven or
17 eight -- and that is not a large number to you, but
18 remember I am not in the job market necessarily -- that
19 request from rehabilitation. I have been able to fill
20 about four of them.

21 DR. MITCHELL: What is the barrier in terms of
22 filling? I want to follow up on --

23 MR. MINER: The barrier would be that the
24 consumer has not been trained in the job market that the
25 Tulsa community is wanting, you know. They are not

1 trained in the job market that -- I can't find you a job
2 if the job market you are trained in is not there.

3 DR. MITCHELL: Okay.

4 MR. FAGIN: I just wanted to ask --

5 DR. MITCHELL: Yes?

6 MR. FAGIN: Just one question, if you don't
7 mind, coming from a personal note.

8 DR. MITCHELL: We have got one minute.

9 MR. FAGIN: When you trained for an
10 announcer -- being an announcer --

11 MR. MINER: Yes?

12 MR. FAGIN: Was that through the vo-tech
13 system, or some other --

14 MR. MINER: That was from -- the Division of
15 Rehabilitation, sir, at that time was the Division of
16 Rehabilitation for the Blind. And I went to Claremore
17 Junior College and took a two-year degree.

18 MR. FAGIN: And there was no counseling for you
19 at that time?

20 MR. MINER: They --

21 MR. FAGIN: Or did you just ignore it as to
22 what the market was?

23 MR. MINER: No, there was not.

24 MR. FAGIN: -- and the economics of it?

25 MR. MINER: No, there was not.

1 MR. FAGIN: There was none available or none
2 was given?

3 MR. MINER: None was offered to me. And --

4 DR. MITCHELL: Okay. Thank you, very much.

5 MR. MINER: Yes.

6 DR. MITCHELL: I appreciate your -- and the
7 information that we have asked for, if you think of
8 anything else that you can submit to us, we would
9 appreciate it very much.

10 MS. HOFFMAN: To whom do we forward that to,
11 the information?

12 DR. MITCHELL: Ascension.

13 MS. HOFFMAN: Ascension? Okay.

14 DR. MITCHELL: Yes.

15 MR. MINER: I can get it to you, sir. I

16 mean --

17 DR. MITCHELL: Right.

18 MS. HOFFMAN: All right. Thank you, very much.

19 MS. TARBEL: Both of these people, if you live
20 in Tulsa and may have any information or have any
21 questions, are good to call.

22 DR. MITCHELL: Is Ms. Crik here? Ha Crik?

23 Then --

24 MS. TARBEL: She is not here yet.

25 DR. MITCHELL: Then we will move on with

1 the coalition, which was primarily set up for immigration
2 purposes. So leaders of the coalition saw the need to
3 revise and modify the by-laws to address the emerging
4 needs of these new residents. This resulted in a name
5 change in 1991, and thus was born Tulsa International
6 Alliance.

7 It is -- we now have a membership of 81, with a
8 core group -- an active core group of 15 to 20, who meet
9 monthly to carry out the purpose statement of this
10 alliance. These members represent 46 organizations that
11 directly or indirectly provide services for our target
12 group. And city, county and state organizations have
13 representatives in the alliance.

14 Now, the alliance itself is a nonprofit, non-
15 partisan organization composed of volunteers. And in the
16 purpose statement that is there, it says, "The purpose of
17 this organization is to advocate for area refugees,
18 immigrants and multi-ethnic groups, improve the quality of
19 life for such people and promote their rights, improve
20 their access to services, enhance their participation in
21 the community and to promote the acceptance of cultural
22 differences throughout the community."

23 And I wish to address that phrase that says,
24 "Improve their access to services." Now, the alliance
25 addresses other issues, health, legal and otherwise, but

1 your invitation came at a timely occasion for us, as I
2 will state in a moment, because we are very interested in
3 addressing very seriously the training needs of a typical
4 Hispanic family.

5 Now, I mentioned the fact that we service the
6 new immigrants or families that migrate from predominantly
7 Spanish-speaking states or areas in our United States. I
8 am sorry that Ms. Ha Crik couldn't be here; she would
9 address more efficiently the Asian. Now, we do address
10 the Asian needs, and I will speak generally about those
11 needs but more specifically address the Hispanic needs.

12 Now, this -- these families that migrate,
13 either from other states or immigrate from other
14 countries, come, and they wish to be a part of the
15 American dream. They would like to share in the American
16 dream. They come to a country that has offered them an
17 opportunity to better themselves economically and
18 otherwise.

19 But the large majority of this group, this
20 target group that we are addressing, a typical adult
21 comes, and definitely he is unskilled in regards to the
22 job opportunities that are here in the greater Tulsa area.
23 And so he enters a minimum-wage job in the fields or in a
24 restaurant. And he has a substantially large family.

25 He has needs. Well -- and among them, of

1 course, learning the language. And our alliance, without
2 exception, very seriously addresses those needs in regard
3 to language skills. And we have centers that we have
4 conversational English classes conducted for them.

5 But then to be able for that to move that
6 individual to a job opportunity that will double the
7 minimum wage, so he won't be relying upon other
8 assistance, he needs to be trained. He needs to acquire a
9 skill in the new setting, the new environment.

10 Some of them come from the hills. They
11 literally do. And they come here because they have come
12 to work. Their work ethic is very strong; without
13 exception, the Hispanics have a very strong work ethic.
14 And that is what brings them. That is the magnet that
15 draws them to our country and to the greater Tulsa area:
16 that they are going to come here to work. And work they
17 do.

18 But I feel we owe a debt to them, that we need
19 to provide the opportunity to train them with a skill that
20 will move them beyond the minimum wage, that they can be
21 more productive, they can be more -- contributors to our
22 community, in taxes and otherwise.

23 A typical child of this family, all he is
24 looking for is maybe get a high school diploma. It is a
25 very well known fact that Hispanics have the largest drop-

1 out from high school than any other ethnic group. And so
2 their hope is maybe their child will reach the level of a
3 high school education, possibly.

4 It is beyond them to even think of a liberal
5 arts education. So we have a child here, or four or five,
6 from a family whose training needs need to begin to be
7 addressed. And our hope is that he will before he
8 finishes high school -- and he is not thinking about a
9 college education -- will have a skill that will make him
10 a productive citizen in our country and be a part of the
11 American dream.

12 You may have seen or read or heard the CNN
13 report given on Tuesday -- this past Tuesday evening. In
14 1980, one-half of the legal Mexican immigrants lived in --
15 at the poverty level. In 1990, one-third of them lived in
16 the poverty level, an increase. And some of us feel that
17 if they had the proper training skills and they would be
18 beyond the minimum wage, they would be beyond that poverty
19 level.

20 And the report went on to say that 74.8 have no
21 college degree or no college education. This is the
22 target people.

23 Now, I submitted to you a projected population
24 growth. I serve on a special committee of the Baptist
25 Commission of Oklahoma, and we are addressing issues like

1 you are addressing at this time. The projections as you
2 see them there, like for example, in 1990, the Hispanic
3 population, 86,900, not including the undocumented
4 community which never is counted; by now, 1994, that has
5 increased to 102,100; by the year 2000, 124,500; by the
6 year 2005, 141,300; and on through the year 2020, 200,000-
7 plus.

8 I have been here 18 years in the Tulsa area,
9 and I have seen the growth of the Hispanic community. And
10 I have seen that the training opportunities that they need
11 to have access to have not been provided to them at the
12 accelerated rate that they are moving into the area. And
13 so surfaced the issue that there are organizations that
14 have tremendous training opportunities, from children on
15 to adults.

16 But the Hispanic family has not taken full
17 advantage of these training opportunities, one, because
18 they are not aware that such opportunities exist. They
19 don't know it is there for them. A limited handful of
20 them know that they, as an adult, can obtain a skill, he
21 doesn't have to work in the fields, he doesn't have to
22 work in a restaurant the rest of his life, that he can
23 learn the language, that he can obtain a skill, that he
24 can better provide for his family and that his child can
25 be trained with a skill without having to go to a four-

1 year liberal arts college.

2 And so that is the need. That is -- I feel as
3 I speak to you this morning that this community is being
4 deprived in that regard and that though in-roads have
5 begun to be made in regard to making them aware of these
6 opportunities, we are not satisfied with the pace.

7 For an instance, the minority recruitment
8 committee of Vo-tech does not have an Hispanic
9 representation. So how can they know and sense the feel,
10 the tempo, the posture of the growing Hispanic community?

11 DR. MITCHELL: Well, is there anyone that
12 speaks Spanish?

13 REV. ORTA: Pardon, sir?

14 DR. MITCHELL: Is there anyone that speaks
15 Spanish on the committee?

16 REV. ORTA: I am not aware of that. And I
17 feel, sir, and I am glad you posed the question, that
18 because a person speaks Spanish doesn't mean that he knows
19 the culture of the group whose language he knows. The
20 culture has -- is more than the language in that regard.

21 So our alliance -- when I mentioned the fact
22 that in-roads have begun, our alliance yesterday met. And
23 we had Mr. Tony Salazar present. And they made a
24 presentation -- the local Vo-tech people made a
25 presentation of the school-to-work program that they are

1 promoting.

2 And our alliance is willing to be facilitaters
3 to be of help in assisting those that provide this
4 training to bring that information, to share that
5 information with the Hispanic community. So -- and
6 educational awareness needs to be created in the community
7 that these jobs, the opportunities or training are there,
8 that they can have full access to them.

9 And then it is our feeling that a stronger
10 outreach toward this community needs to be made if we are
11 serious about reaching this growing community in the
12 greater Tulsa area. And I will pause there for now and
13 entertain questions.

14 DR. MITCHELL: Okay. Very good.

15 MS. HELTON: May I ask a question?

16 DR. MITCHELL: Please.

17 MS. HELTON: Rev. Orta, have you had any
18 experience of sending someone to Vo-tech, an Hispanic, and
19 of Mexican descent especially, to apply to go through the
20 system, and have they, for one reason or another, been
21 told that they weren't eligible? Do you know of anyone?

22 REV. ORTA: No. No, we don't know of any
23 instance. No. I --

24 MS. HELTON: Have you sent anyone out there to
25 apply?

1 REV. ORTA: There have been some minimal
2 referrals, but not as many as should be made. Some of our
3 organizations that service this community are not fully
4 aware of the training opportunities that are there.

5 MS. HELTON: Of the ones that you sent, did
6 they take them, and are they in the system? Are they
7 going to school?

8 REV. ORTA: As far as we know, yes. And that
9 is not our -- you know, our concern is that more of them
10 need to know of this, that they can have full access to
11 these services and be provided the opportunity to enroll
12 in these training opportunities.

13 MS. HELTON: Okay.

14 DR. MITCHELL: Other questions?

15 Yes?

16 MR. JENKINS: In regard to the outreach
17 service, you may have covered it in your presentation,
18 have you made overtures to those administrators at the vo-
19 tech center to talk about your concerns? What has been
20 their reaction? What recommendations would you make for
21 change?

22 REV. ORTA: Yes. Thank you, sir, for that
23 question. I mentioned at the beginning that,
24 coincidentally, this hearing comes at a time in which we
25 have had dialogue, and particular with Mr. Tony Salazar of

1 the state vo-tech department, in regard to working
2 together in making these opportunities available to the
3 Hispanic community.

4 And that is why what happened yesterday
5 happened. We had just finalized, Mr. Salazar and I, him
6 coming and making the presentation when Mr. Hernandez
7 called me. And so it is coincidental that this has come
8 about. So that is why I am saying that some in-roads have
9 begun to be made in regard to this. And we made a
10 commitment yesterday to them that as an alliance, we were
11 willing to be of assistance.

12 We have -- and you asked what changes need to
13 be made. One: definitely, a Hispanic needs to be on that
14 minority recruitment committee, I feel. And secondly,
15 some type of communication or educational efforts need to
16 be made that the -- these training providers and this
17 community that is to be impacted by their training
18 programs be fully aware of each other.

19 And we are providing such a forum. We are
20 having -- we had several of what we call Hispanic town
21 hall meetings. And if all goes well as we continue to
22 dialogue with them, we hope -- we are hoping that they
23 will make their presentation. We have them on the agenda
24 to make a presentation on the school-to-work program to
25 the Hispanic community.

1 We have a newsletter that we will be using to
2 disseminate that information. With -- I mentioned,
3 without exception, all the members of the coalition, on a
4 daily basis, they are in contact with this community. And
5 so we want these centers or organizations to have this
6 information with them to make available to those clients
7 that come looking for a job and say, Look, there is an
8 opportunity for training for you in this regard.

9 MR. JENKINS: Did the vo-tech make any promises
10 to you or to your organization which they will carry out?

11 REV. ORTA: Okay. At this time, no promises
12 have been made other than we will continue the dialogue.
13 I made a telephone call to the chairman of the board, and
14 he said, Let's visit about the matter after this. And so
15 we are going to follow up from our end of it.

16 DR. MITCHELL: First, Mr. -- Ascension, then
17 Ms. Tarbel.

18 MR. HERNANDEZ: I have two questions. One: I
19 believe that your contact with Vo-tech was at the state
20 level?

21 REV. ORTA: Yes.

22 MR. HERNANDEZ: And today, we are also
23 interested about the local level of Tulsa Technology
24 Center. I know when I visited, they had some nice
25 brochures in the administrative building. And I think

1 sometimes they advertise on television like a 15-, 30-
2 second spot.

3 Does that kind of recruitment effort impact the
4 Hispanic community? Or are there other suggestions that
5 you might have? And then I will come back with the second
6 question.

7 REV. ORTA: Right. It is -- it helps, but
8 it -- we need more exposure to those opportunities. We
9 need more information. I feel they need to be more
10 aggressive, more assertive in contacting these
11 organizations that service this community on a weekly
12 basis. And we haven't had that contact.

13 Though in -- oh, three years ago, we had a job
14 fair at the tech center and all. And we created the
15 awareness and all, but nothing happened after that.

16 MR. HERNANDEZ: The second question has to
17 do -- we are also taking a look at a second program here
18 in Tulsa, and that is the Job Training Partnership Act, or
19 the job training program. Is there any Hispanic agency
20 that has attempted or is -- has a contract with the job
21 training -- with the PITC office here in town?

22 REV. ORTA: Right. As far as I know, I am not
23 aware of any. Now, if not, we would have known, because
24 like I said, in our alliance, all those organizations that
25 service the Hispanics -- and we have touched the

1 employment, we have touched all these issues -- and none
2 of them have said, Look, we have this, or, We are going
3 apply, or whatever. No.

4 MR. HERNANDEZ: Well, how does the Hispanic
5 community find out about job training then?

6 REV. ORTA: Okay. Through the minimal
7 referrals that we are able to make. By -- when I say, We:
8 the members of the alliance. Some of them are on staff,
9 like the Intercultural Service Center. They have staff
10 people that are job developers. Or the Catholic Charities
11 or et cetera, or the Multi-ethnicity Center, et cetera.

12 We take -- we make that effort, but it is not
13 at the rate that it should be made. That is why I -- we
14 feel that more contact, more communication needs to be
15 made with these that provide this training with those of
16 us that are trying to assist this community, and then with
17 the community itself.

18 MR. HERNANDEZ: Okay. Thank you.

19 DR. MITCHELL: Ms. Tarbel?

20 MS. TARBEL: I have two questions, also. Have
21 you all ever thought about going and getting their
22 brochures and taking them back over to your community to
23 expose your people to the opportunities there?

24 REV. ORTA: There have been some efforts in
25 that regard, yes. But --

1 MS. TARBEL: And the other thing is that I
2 believe that the board of Tulsa Tech is elected by the
3 population of Tulsa. Am I correct? Have you all ever
4 thought about trying to run somebody for the school
5 board -- for their board?

6 REV. ORTA: Yes. At this time, we are getting
7 our act together, you know. We are -- that is why this
8 comes at a good time. It sensitizes us to what we would
9 like to do. In other words, we are not saying, Here is
10 the problem. We want to be a part of the solution. We
11 want to be involved in that.

12 And so as we get our act together in regard to
13 how we can affect policy and all, definitely, we will look
14 at that.

15 MS. TARBEL: Because a squeaky wheel is heard.

16 REV. ORTA: Yes. That is why I am here.

17 MS. TARBEL: Good.

18 DR. MITCHELL: Other --

19 I am sorry. Are you --

20 MS. TARBEL: That is all right.

21 DR. MITCHELL: Okay. Other questions?

22 (Pause.)

23 DR. MITCHELL: Just one final question. What
24 kind of barriers does language bring?

25 REV. ORTA: For the adult immigrant, it is more

1 substantial than his child because he is in school
2 already; he is learning the language. And so initially,
3 some of them will need to be taught conversational
4 English, the English second language.

5 Now, not all, of course, will take advantage of
6 these opportunities. But within this community, there are
7 some young adults that are eager. They are willing. They
8 were deprived of education in their home countries, and
9 they are willing to go to night school, whatever it takes
10 to learn the language and learn a skill. So it can be
11 overcome.

12 DR. MITCHELL: In the training and vo-tech
13 school, do you get -- have you gotten anybody in that has
14 a language problem? Or how do you handle it? Or --

15 REV. ORTA: Well, what is happening at this
16 time, Mr. Chairman, is that we are moving in that regard
17 to begin monitoring -- like Ms. Helton said, Have you sent
18 somebody; What has been the reception, et cetera. We are
19 just coming of age in that regard.

20 DR. MITCHELL: Okay.

21 Any other questions?

22 (Pause.)

23 DR. MITCHELL: Thank you, very much. We
24 appreciate it.

25 REV. ORTA: Okay, sir.

1 DR. MITCHELL: We have 30 days to get
2 additional information if there is anything you want to
3 submit to us. Any additional information, we have got 30
4 days to get it into the record.

5 MS. HELTON: May I make a suggestion to him,
6 please?

7 DR. MITCHELL: Yes.

8 MS. HELTON: Please, anything that you have on
9 record that you know of, please submit it, because we
10 desperately do need this, Victor. It is a chance for us
11 to really show something that you and I both have been
12 striving for for many years here in Tulsa. And you know
13 that. So please give us any information that you think
14 would be pertinent.

15 REV. ORTA: Thank you.

16 DR. MITCHELL: Let's take a break. I think we
17 will take a break.

18 (Whereupon, a short recess was taken.)

19 DR. MITCHELL: Let me call us back to order,
20 please. I like the way people pay attention to me.

21 (Pause.)

22 DR. MITCHELL: Okay. We are ready to continue
23 with -- call the session back into order.

24 And the next person on the agenda is Ms. Evelyn
25 Stephens, board member of the Oklahoma Tribal Assistance

1 Program. And we have the --

2 MR. HAMMONS: Clue Hammons.

3 DR. MITCHELL: Who is the --

4 MS. STEPHENS: He is the present director.

5 DR. MITCHELL: He is the president -- present
6 director?

7 MS. STEPHENS: Yes.

8 DR. MITCHELL: Okay. Thank you.

9 So I guess you have stated your name and your
10 position so that she can record it. Very well. And we
11 will move on. And I have set you for 15 minutes.

12 MS. STEPHENS: That will be it.

13 DR. MITCHELL: So when it goes off, that means
14 15 minutes up there, five minutes. left.

15 MS. STEPHENS: My name is Evelyn Stephens,
16 spelled with an -H-E-N-S. And I have -- I am on the board
17 of the Oklahoma Tribal Assistance Program, a Native
18 American employment and training program funded by the
19 Department of Labor. I was the executive director for 18
20 years. Mr. Hammons followed me. He was my assistant for
21 those 18 years; he is now the executive director of the
22 program.

23 We began our association with Vo-tech when it
24 was the Skill Center on East 36th Street, North in the
25 Tri-CETA program building. That was back in 1976/1977.

1 we had a contract -- we initiated a contract that would be
2 very beneficial to us, to our students, and still pay Vo-
3 tech their fees. And our contracts were that we had to
4 have a separate with each student.

5 Each student had a separate contract. Each
6 student had -- was enrolled into a certain training
7 category. They had so many hours to attend. And that
8 student was mandated to spend that many hours in classroom
9 in order to receive their stipend. And Vo-tech agreed to
10 keep a time and attendance record for each student.

11 And with each record, they did agree to include
12 a report on their evaluation. And if they were not doing
13 well in school, we needed to know why. Many times, their
14 problems were personal and we had to help them. We wanted
15 to help them solve their personal problems.

16 Many times, they were goofing off. We had to
17 have a talk with them on that. So we -- but Vo-tech did
18 agree to writing and adhering to the personal contract
19 with each student. And we paid them for each hour spent
20 in class -- for each hour spent in class.

21 That way, we could enroll more students, our
22 students had to be more serious about going to school,
23 completing their training and getting a job. And they
24 performed as we expected them to. We had very few
25 absences because very few absences were allowed. We had

1 ventures that we are very, very proud of them. And we
2 have had them come back and thank us for being so strict
3 with them, for making them go to school and making them
4 produce good grades and come out ready to become a
5 taxpayer. And that is -- what we all want is a taxpayer
6 in this, as our neighbor.

7 But we were very careful in our selection. We
8 became acquainted with our students. We knew their needs.
9 We knew what they were apt to do, what -- how we would
10 have to treat them, the attention that they would have to
11 have. And so we did not have the drop-outs that are
12 common in many programs. Of course, we do have drop-outs,
13 but not many, because as we said, they are only human.

14 But we are very proud of the students that we
15 sent there, sent through school, and we are very thankful
16 that we had Vo-tech. And we are thankful for their
17 agreeing to work with us in making our program a good
18 program. And I will soon get to the bottom line on this.

19 Then we have the summer program. We had the
20 summer program. We contracted with Vo-tech. And Dr.
21 Allen, who was there at the time, was an absolutely
22 outstanding administrator and teacher.

23 He gave our students something that they will
24 have all their lives; he taught them self-esteem. Many of
25 our students do not have that; they have never heard of

1 self-esteem. He taught them how to be somebody, that they
2 were somebody, and he taught them to love themselves.
3 They do have self-esteem.

4 And we stayed with them through the summer
5 program for as long as they would let us. But suddenly,
6 we are not longer there, and we don't know why. We do not
7 know why they do not contract with us any more for our
8 summer students, because we have asked them each time
9 why -- if they can take us in this summer again.

10 Since 1990, we have not been with Vo-tech for
11 our summer program. And I am saddened by that because I
12 remember the good times that we all learned together. We
13 helped each other, and it was a good experience that we
14 will all take with us. But we do not have them any more.

15 And for our students, our adult students, we
16 have to go to a -- to the private sector training
17 institution, which costs considerably more than Vo-tech
18 does. Therefore, it has decreased our enrollment because
19 we do not have the funds to send them to a private sector,
20 as we would like.

21 The same thing with the summer program: we now
22 have to contract with a private training institution who
23 really likes the taste of blood. But we have the
24 students, Department of Labor funds us for a summer
25 program; we have no choice but to go to a private

1 district for high school students. It is geared for high
2 school students. The courses two years ago that took six
3 months to complete now are geared for a nine-month
4 completion date. What does that mean? It costs more, not
5 only in tuition, but also in allowances.

6 We started years ago at \$1,500 per unit -- I am
7 talking about students -- from start to finish. We went
8 to \$2,500. Five years ago, it was \$5,000. And the going
9 rate today is \$10,000. And have Vo-tech's costs gone up
10 that much? They have got new facilities on the north side
11 to accommodate more people, and yet we can't get people
12 in.

13 August 17, the starting date, all the classes
14 are closed. My funding starts on the first of July; until
15 I get money in my hand, I can't put anybody in. I can't
16 even process an applicant and say, Well, I can enroll you
17 the first time that I can find space.

18 So therefore, where do I go? I go to the
19 private sector; they will take your money any time that
20 you have it. And consequently, we pay more. And
21 furthermore, the market ability of the student upon
22 completion of training is very, very low.

23 I won't name them by institutions, but you can
24 go down -- and most of you in the area will -- are
25 familiar with the private sector. And most of them are in

1 it for the money, and not for the purpose in which we want
2 them for. We have no input as far as they are concerned
3 as to what types of courses we need.

4 We don't dictate to a student or an applicant
5 when he comes in that, This is what we have available. We
6 try to determine what they want and what they want to
7 become. We are not in the decision-making factor for
8 them. They have a right to choose their own careers.

9 But I think we as a community have the
10 obligation to give them the opportunity to get that
11 training. And I think Vo-tech has ruled us out of this
12 area. I don't know what the problem is. I have talked to
13 the present superintendent; he doesn't seem to want to
14 work in that direction.

15 And what I would like to see is something that
16 we could work with on a day-to-day basis that we can give
17 our Indian applicants the opportunity to enroll in a
18 career of their choice that is available through Vo-tech
19 at any particular Monday that it is available, because
20 if -- we can't support an Indian applicant coming in from
21 Tallaquah or Stillwell for six months waiting for an
22 opening in Vo-tech.

23 So the monies that I used to send 100 students
24 to school over the period of a year, I am down to
25 approximately 45. Of course we are talking about when --

1 money has decreased from the CETA days from hundreds of
2 thousands of dollars to now tens of thousands of dollars.
3 We are coming from a program that initially, back in '74,
4 we were probably funded for \$900,000, and now we are
5 working with two-and-a-half to \$300,000.

6 So you can see that the need is great and the
7 opportunities have become less and less because they have
8 priced us out of the market. We would like to see that
9 Vo-tech gets back into the adult-training business, not as
10 a byline or not as a space-available thing, but as a
11 service to the community, as their tax-based -- that is --
12 the primary purpose of our program is to help our Indians
13 to become good, tax-paying citizens, to support the rest
14 of it.

15 On the summer youth program, I understand that
16 the north campus which we used to contract with -- we have
17 asked them to contract with us over the past several
18 years. For some reason, since they have additional space,
19 they haven't -- they are completely booked and don't have
20 the facilities, so they say, to provide us that.

21 What we do: we take the summer youth, and
22 beginning the sixth of June this year, we will have 75
23 students at a private institution for seven weeks. We
24 provide them with not only academic enrichment
25 opportunities, but also some career opportunities.

1 So if you have any questions, I will be happy
2 to answer them.

3 DR. MITCHELL: We have got about four minutes
4 left. So questions?

5 MR. JENKINS: I will go last.

6 MR. FAGIN: Well, you all have been to the
7 board of the Vo-tech system here itself?

8 MR. HAMMONS: I have been to the
9 superintendent, not necessarily the board, no.

10 MR. FAGIN: I mean I don't understand how they
11 can deny it without any reason. Does the deal -- do a
12 number of people -- is it a priority question? Are most
13 of your people from out of the Tulsa area, where priority
14 is given to the Tulsa people and may be given to them?

15 MS. STEPHENS: That has never been an issue
16 before.

17 MR. HAMMONS: No.

18 MR. FAGIN: Do they have their own outreach
19 into the American Indian community?

20 MS. STEPHENS: I am not aware that they do,
21 because we are available for that.

22 MR. FAGIN: It just seems almost blatant.

23 DR. MITCHELL: Well, that is a question that we
24 will have to --

25 MS. STEPHENS: Yes, it does.

1 DR. MITCHELL: That is a question that we will
2 have to ask the Vo-tech people. But --

3 MR. JENKINS: Do you have --

4 DR. MITCHELL: Yes.

5 MR. JENKINS: Go on. I am sorry.

6 DR. MITCHELL: But I just wanted to make sure
7 you have requested and you have talked to the
8 superintendent and you requested involvement and that you
9 have not been given any reason of why you are not
10 involved.

11 MR. HAMMONS: Sure.

12 DR. MITCHELL: Okay.

13 Go ahead.

14 MR. JENKINS: Can we have any letters that you
15 submitted? We are looking for any type of documentation,
16 that you have submitted a letter to the board or to the
17 superintendent requesting space, and did not receive a
18 reply.

19 MR. HAMMONS: Uh --

20 MR. JENKINS: I am searching now --

21 MR. HAMMONS: Yes.

22 MR. JENKINS: Because this is very puzzling.

23 MR. HAMMONS: There is some available. I will
24 have to go back and dig it out.

25 MS. STEPHENS: Yes, we do have some.

1 MR. HAMMONS: Yes.

2 DR. MITCHELL: We would appreciate getting any
3 kind of -- any letter of request that you have sent.

4 MS. TARBEL: Well, you have touched upon the
5 age. Are they not interested in past high school now?
6 Or --

7 MR. HAMMONS: Well, as we know, Vo-tech has --
8 now is for high school students. Adults are secondary,
9 and they are provided training on a space-available thing.
10 But that space-available is also with controlled entry;
11 they have very few open-entry classes. I think they have
12 a nurse's assistant class which runs six weeks or
13 something like that. But otherwise, we go to a private
14 institution.

15 DR. MALETZ: Well, can you define those terms,
16 open entry versus closed entry? What are the criteria for
17 closed entry?

18 MR. HAMMONS: Well, closed entry, they have a
19 definite starting date. It is like a -- you see? They
20 are -- Vo-tech has gone to the same school year that the
21 high schools are.

22 DR. MITCHELL: High school, yes, the same
23 academic year.

24 DR. MALETZ: So that means following the
25 regular academic year?

1 MR. HAMMONS: Right.

2 DR. MALETZ: I see.

3 MR. HAMMONS: They are going by quarters,
4 instead of semesters, I think.

5 MR. FAGIN: Do you know, do they have any --
6 have they handed out any statistics to you -- we may get
7 that today as we hit -- visit southern Oklahoma City -- as
8 to what percentage of their student enrollment might be of
9 American Indians?

10 MR. HAMMONS: I am sure they have it; I don't
11 know what they are.

12 MR. FAGIN: But you all don't know?

13 DR. MITCHELL: Now, where do most of your funds
14 come from? You are Title IV. But do you get funds from
15 the city?

16 MR. HAMMONS: No.

17 MS. STEPHENS: No.

18 DR. MITCHELL: None from the city?

19 MR. HAMMONS: We can --

20 MS. STEPHENS: All of ours is from the National
21 office of the Department of Labor.

22 DR. MITCHELL: The Department of Labor?

23 MS. STEPHENS: Uh-huh.

24 DR. MITCHELL: Okay. Are you eligible for any
25 funds from any other -- from the city? Or is there a --

1 is it a question of eligibility, or just that they
2 don't --

3 MR. HAMMONS: Well, see? The PITC is also
4 funded to serve the same people that we are.

5 DR. MITCHELL: Okay.

6 MR. HAMMONS: So we are really competitors.

7 DR. MITCHELL: Uh-huh. That might shed some
8 light.

9 Mack?

10 MR. BETTIS: I keep coming back to what I
11 preached on -- at several meetings before. The Form 4
12 that goes to the federal government with all EEO
13 statistics of every public agency, school, et cetera,
14 companies that have public contracts, be it American
15 Airlines or North American Rockwell, different ones, state
16 government, county government, city government, schools.

17 All these people must by law and do turn in the
18 statistics of the hiring of all their staff, everybody on
19 the staff. And they have to put on there whether they are
20 administrators, supervisors, clerical help, laborers, what
21 they are. Those facts are available to this group, and
22 the computer can even do the job.

23 Once we ask the computer for this information,
24 a break down on this school or any institution, not
25 picking on any given one, to ask for the Form 4, to marry

1 that with the 1990 population census statistics, it will
2 tell you exactly what they are short on and long on.

3 DR. MITCHELL: Yes.

4 MR. BETTIS: The work is done, in other words.

5 DR. MITCHELL: The work is done. It is there.
6 It is available.

7 MR. BETTIS: A Department of Justice attorney
8 used this and won a very interesting law suit in
9 Albuquerque on that same thing.

10 DR. MITCHELL: Are there other questions?

11 (Pause.)

12 DR. MITCHELL: Thank you, very much.

13 MS. STEPHENS: Thank you.

14 MR. HAMMONS: Thank you.

15 DR. MITCHELL: And if -- we would like whatever
16 letters and information you can have for us that document
17 some of the things you have told us. We would appreciate
18 it.

19 MS. STEPHENS: Yes.

20 DR. MITCHELL: We have got 30 days to get as
21 much -- all the information in for the record, and we
22 would appreciate it as soon as possible.

23 MS. STEPHENS: We will do that.

24 DR. MITCHELL: Thank you.

25 MS. STEPHENS: We can that. Thank you.

1 DR. MITCHELL: Yes.

2 Okay. Is Laverne Hill -- not here yet? Or Mr.
3 Suggs?

4 MS. TARBEL: No, Mr. Suggs isn't here.

5 DR. MITCHELL: We are going to be taking an
6 early lunch. You may get your hour-and-a-half lunch yet.

7 MS. FIST: I cancelled lunch.

8 DR. MITCHELL: You cancelled lunch? Okay.

9 Well, let's -- yes. I think we need to go off
10 the record.

11 (Whereupon, a short recess was taken.)

12 DR. MITCHELL: Let's go back on the record.

13 And we have Ms. Laverne Hill, who is the
14 Executive Director of the Urban League -- the Tulsa Urban
15 League.

16 Thank you.

17 MS. HILL: Yes. Thank you.

18 I am glad that I could be here. I do know that
19 you needed a representative in Tulsa, and I was please
20 that I could, even at this late date, be of some service,
21 some help. How may I help you?

22 DR. MITCHELL: Oh. Okay. I -- that is called
23 a "Gotcha," huh? Well, we have been having, you know,
24 prepared speeches and statements. You don't have anything
25 prepared to give to us, do you?

1 MS. HILL: I don't have a prepared statement
2 now.

3 DR. MITCHELL: Okay.

4 MS. HILL: What I do have is a bit about --
5 information about the Urban League itself and what we
6 are -- our mission in life, what we are scheduled to do,
7 and how in our work with the Private Industry Training
8 Council and the Tulsa Technology Center, we are able to
9 carry out that mission.

10 DR. MITCHELL: That is what we are interested
11 in, the technology center and also, the JTPA program.

12 MS. HILL: All right.

13 The Urban League is, of course, a non-profit.
14 And our mission is to offer various programs and services
15 to low- to moderate-income individuals, to minorities,
16 basically, and women. We offer programs and services in
17 health, economic development, employment, housing and
18 education. In all of these areas, we network with many
19 organizations in Tulsa.

20 These organizations range from youth, Girl
21 Scouts/Boy Scouts kinds of organizations, all the way to
22 the minority suppliers to economic development groups. In
23 all of our dealings, what we are trying to do is encourage
24 individuals, youth and adults, to train themselves in such
25 a way that they are able to function in society, function

1 in such a manner that they can educate their children,
2 they can purchase a home, they can upgrade their skills.

3 As such, in our employment department, the
4 Urban League has training programs. For many, many years,
5 we have worked with PITC, the Private Industry Training
6 Council, to remediate adults in some cases, to offer new
7 training in other cases. We also refer in our employment
8 department many, many adults to Tulsa Technology Center.
9 And of course, that is to upgrade skills.

10 We have in recent years included programs for
11 youth. And the programs for youth are the same kinds of
12 programs in that once a young person is certified with
13 their GED, they can enter the technology center.

14 How do -- and specifically, how do we work with
15 those groups? With PITC, we are able to offer young
16 people training dollars. The young people that we work
17 with are all low income. Most of them live in public
18 housing. All of them have a need to earn money.

19 When we have offered training -- and the
20 training programs are usually eight to ten weeks long. In
21 the -- in some cases, they are even longer than that when
22 we have to bring the child's skills up to a certain level
23 so that they can attain a GED.

24 While they are training, they are assessed by
25 the Private Industry Training Council, and they are -- and

1 all of this is to attain a GED. When they are at a
2 certain level, we enter them into courses at Tulsa
3 Technology; the courses are the same courses everyone else
4 in Tulsa takes. The courses are those that are not only
5 of a blue-collar design; there are health services, as
6 well.

7 How -- are we successful with these? We are to
8 a large extent. And I think all of that is relative.
9 When we are talking about a group of people that needs
10 social skills, as well as other skills, before they are
11 successful, it takes a very long time.

12 Is PITC successful in the services they offer?
13 Once again, I have to qualify that: the regulations that
14 I understand PITC must follow do not always suit the
15 clientele that we are set out to serve. There are so many
16 pieces of paper, if you will, so many regulations that
17 they must follow -- I audit PITC's board and have audited
18 their board for many years. The regulations are horrible.
19 They do not allow for a class of people to succeed: that
20 is my honest opinion.

21 Tulsa Technology, I think the classes they
22 offer are excellent. I think, however, the outreach in to
23 the community could be better. I have served and will
24 continue to serve on minority initiative committees and
25 many organizations in Tulsa; Tulsa Technology is one, and

1 PITC is another.

2 How can we outreach into the commission to
3 encourage minority young people -- and I say predominantly
4 young people -- to enroll in Tulsa Tech? The courses
5 there are fantastic; I have taken many of them myself for
6 many, many years. They are on a level that anyone can
7 understand. They are -- the instructors are qualified.
8 The course matter, I feel, is -- surveys are taken in the
9 community so that they offer relevant course matter.

10 The outreach is lacking. Outreach into
11 African-American neighborhoods, into Hispanic
12 neighborhoods, Asian neighborhoods, into American Indian
13 neighborhoods needs to be improved. More steps need to be
14 taken to do that. We are -- minority groups are not easy
15 groups to work with. I speak from experience; I am a
16 minority.

17 We face a lot of distrust, and we face a lot of
18 apprehension, a lot of frustration. But we cannot not
19 make that effort. We must make the effort, I think, both
20 groups -- PITC, in their many, many steps that are taken
21 to qualify a person.

22 We need to modify. We need to make some
23 allowances that not everyone will have every single piece
24 of documentation needed at a -- within their hands' reach.
25 If so, I don't think that most of them would be in the

1 position they are in.

2 Now, we are talking about things like birth
3 certificates and Social Security cards, health records,
4 all of those things that, yes, we should have. But should
5 a person be totally disqualified because they don't have
6 them? And that is what we need to work with.

7 The staff in both of these organizations are --
8 seem to be caring people. I do have concerns with the
9 lack of training that occurs within our PITC because of
10 qualification changes. These are not always communicated
11 to their staff and thus, are not always communicated to my
12 staff and others that subcontract from these groups.

13 I do hope that I am on the right track here. I
14 do need for you to ask me question.

15 MS. HELTON: Yes. I have a question, if I may
16 ask?

17 DR. MITCHELL: Yes.

18 MS. HELTON: On the birth certificate, do they
19 give you a time element there that you might be -- that at
20 least the person can acquire and send for it? I realize
21 that paper work is hectic. But do they give the person --
22 the student qualifying -- would they give them a chance
23 to, say, at least write for it and get the copy and maybe
24 be back in 30 days?

25 MS. HILL: That -- most of the documentation

1 has to be within a certain time element. There is enough
2 time from the beginning of the process to the end where a
3 person could, if that was the -- could acquire this
4 information if that was the only person you were working
5 with. But when you multiply that by ten, twenty, a
6 hundred people, no, it is not enough time.

7 MS. HELTON: I see.

8 DR. MITCHELL: What is the major problem in
9 terms of vo-tech education and job training in terms of
10 with -- that you see in terms of the Black community?

11 MS. HILL: Outreach. The major problem is
12 letting the public know not only what is available, but
13 that you are welcome to take advantage of it.

14 DR. MITCHELL: So availability and being
15 welcome?

16 MS. HILL: And being welcome. If you will,
17 notice some of the tapes that are used for outreach; some
18 of those individuals that actually go into the public
19 schools and recruit the young people -- the counselors, if
20 you will, in the schools that recruit the young people --
21 they are not always sensitive to minorities.

22 DR. MITCHELL: Uh-huh.

23 Yes?

24 DR. MALETZ: Could you describe the regulations
25 that you said made the PITC program so horrible and

1 ineffective? What --

2 MS. HILL: I cannot.

3 DR. MALETZ: What are the provisions that -- or
4 the specifics that are making them so useless?

5 MS. HILL: The specifics are the many pieces of
6 paper. There are -- in each file, there are something
7 like 12 to 15 different pieces of documentation. And they
8 include all of those normal things like Social Security
9 cards and all of that; they also include family financial
10 history and health histories, training histories.

11 So many of the people we come in contact with
12 simply don't have this information -- not "so many;" the
13 majority of them do not have this information.

14 MS. HELTON: May I ask, how many Hispanics have
15 you had go through your program? Have you had any
16 problems with them in, as you say, getting documentation?

17 MS. HILL: With -- I can't speak to that for
18 PITC. The Urban League does not -- we have no more than
19 four or five individuals that are Hispanic in our program.

20 With Tulsa Technology, I can speak on that
21 issue. A lot of that had to do with the English language
22 and the trust factor.

23 MS. HELTON: Right.

24 MS. HILL: And we were trying to address that,
25 going through other entities, such as the church. With

1 GED -- and this may take anywhere from three months to six
2 months, according to their levels -- we were able to,
3 after -- in a series of talks, make special requirements
4 for our young people: not requirements to enter the
5 actual class, because they simply couldn't do that, but at
6 least to explore while they are getting GEDs.

7 DR. MITCHELL: Do you work with -- have any
8 relationship with any -- with disabled -- minority
9 disabled persons? How are you --

10 MS. HILL: We do not. We -- there -- we don't
11 have a provision that says we don't work with the disabled
12 population, but we don't have any that are clients of the
13 Urban League.

14 DR. MITCHELL: Is -- well, there aren't any?
15 Or --

16 MS. HILL: No. There are -- we simply are not
17 working with any at this time.

18 DR. MITCHELL: Okay.

19 MS. HILL: We -- in our advocacy role, we work
20 with Goodwill Industries and disabled in finding
21 employment for the disabled, but we simply do not have any
22 clients. We have had some in the past, but currently, to
23 my knowledge, we don't.

24 DR. MITCHELL: Okay.

25 Yes, Mr. Fagin?

1 MR. FAGIN: We have had some testimony today
2 that the American Indians, at least, are having a problem
3 being placed into the -- that they have their own JTPA
4 funds, joint -- that are having problems with -- they have
5 been shut out of the Tulsa Vo-tech system. That is not
6 your problem; you are not shut out of that system?

7 MS. HILL: I don't feel at all that we are shut
8 out.

9 MR. FAGIN: And do you have your own funds?
10 Who pays -- if someone goes in there, do you all have
11 grants that pay for them, or do you pay for it? Or does
12 the Department --

13 MS. HILL: We have a grant through the Tulsa
14 Tech -- not through Tulsa Tech, but the state vo-tech. We
15 are working on a program now that -- actually, the young
16 people that are taking the classes, we pay a portion of
17 their fees, and Tulsa Tech waives the rest.

18 MR. FAGIN: Oh. Okay.

19 MS. HILL: If the cost for a class is \$800, all
20 of the classes that our kids take are \$250.

21 MR. FAGIN: Okay. I am just -- I am trying to
22 see if you all have the same kind of funding mechanisms
23 they have and that you are not experiencing the same
24 problem.

25 MS. HILL: I don't believe we have the funding

1 mechanisms.

2 MR. FAGIN: Okay.

3 MS. HILL: And I don't -- in our work with
4 them, we can come to some agreement on who is paying what
5 portion.

6 MR. FAGIN: Sure.

7 MS. HILL: I don't feel that the African-
8 American community -- and I should say the minority
9 community that we are working with is shut out of Tulsa
10 Technology. I don't feel that at all.

11 I do feel that the reaching out effort could be
12 enhanced. And I should also say --

13 MR. FAGIN: You are not alone in saying that.

14 MS. HILL: Hmm?

15 MR. FAGIN: You are not alone in saying that.

16 MS. HILL: Yes. And I should say, too, that it
17 is not always a matter of those that are in control; it is
18 those that actually are on the line: that perhaps there
19 needs to be a better method of communicating with people
20 that are in the trenches that actually offer the courses,
21 that actually do the outreach, because the -- their
22 mission is plain. But is it communicated to those that
23 actually go out and speak to the public?

24 DR. MITCHELL: Any other questions? I think --

25 MS. TARBEL: No. Just one comment to Laverne.

1 In Tulsa, you very seldom see a person who is
2 black with a disability. And in some cases, they are
3 still being kept in the back rooms, and this is very
4 disturbing.

5 MS. HILL: Uh-huh.

6 MS. TARBEL: The ones you have -- send to
7 Goodwill are mainly the developmental disabled?

8 MS. HILL: They are developmentally, yes.

9 MS. TARBEL: Because Goodwill is training.

10 DR. MITCHELL: Okay. We thank you, very much.

11 MS. TARBEL: I will work with Laverne a little
12 more on this.

13 DR. MITCHELL: Thank you, very much, for your
14 presence. And if you have anything that you want to
15 submit to us, we have got 30 days if you have any
16 additional information.

17 MS. HILL: All right.

18 I would simply like to end with the comment
19 that: I have directed the Tulsa Urban League for the last
20 five years. And during that time, we -- the Urban League
21 has been approached by Tulsa Technology, and we have
22 approached them to offer programs, to offer services to
23 segments of the population, such as that very hard-to-
24 serve juvenile population.

25 We are making in-roads only in the last two

1 years; it is a very slow process and a very difficult
2 process. I would hope that -- with the regulations facing
3 PITC, it almost cuts them off of serving that particular,
4 that kind of clientele, that very, very hard-to-reach
5 clientele. And I need for us to be aware of that.

6 DR. MITCHELL: And Mr. Suggs is here to talk to
7 us about that.

8 MS. HILL: Thank you.

9 DR. MITCHELL: Thank you, very much.

10 (Pause.)

11 DR. MITCHELL: Thank you, Mr. Suggs.

12 MR. SUGGS: How are you doing?

13 DR. MITCHELL: Just for the record, state your
14 name. And when I --

15 MR. SUGGS: I am Herb Suggs --

16 DR. MITCHELL: And when this goes off, it means
17 15 minutes has gone by.

18 MR. SUGGS: I talk kind of slow sometimes.

19 So --

20 DR. MITCHELL: Good.

21 MR. SUGGS: My name is Herb Suggs, and I am
22 Program Coordinator with the Tulsa Urban League and I
23 coordinate the Male Responsibility Program. And I will
24 give you a little background as far as that program and
25 the population of kids we try to serve.

1 Male Rep is, like I said, the Male
2 Responsibility Program. But we have very definite goals
3 we are trying to attain. And the overall goal is to
4 reduce teen pregnancy in minority and low-income
5 communities, but we focus on the male's role in teen
6 pregnancy.

7 The program focuses on prevention, early
8 intervention and diversionary activities. The kids that
9 we are target are mainly from the low-income housing
10 projects, the low-income neighborhoods, mainly in north
11 Tulsa. And a lot of the kids that we work with are --
12 some have been adjudicated juvenile delinquents, and a lot
13 of them are well on their way to being juvenile
14 delinquents.

15 So this is a population of kids that most of
16 society points its finger at and blames for things that
17 are current right now in our communities. But a lot of
18 these kids, it is a result of their environment. Their
19 environment has dictated a whole different set of moral
20 and value system for these kids, and it is very difficult
21 for them to become a part of the mainstream because the
22 are so isolated in their own little communities.

23 What we try to do: we offer -- we call them
24 RAP sessions. And these sessions are -- generally focus
25 on teen pregnancy prevention, sexuality, HIV/AIDS

1 education, developing responsibility: the whole gamut of
2 teen issues.

3 We try to approach this with a multi-pronged
4 approach so we can cover everything, developing the whole
5 person, instead of just going right in and saying, "Well,
6 we will concentrate on contraceptive use," because these
7 kids have so many other problems, and they are all inter-
8 related, which usually leads to bad choices.

9 Hopefully, through the education activities, we
10 can increase their knowledge bases in all of these areas
11 that I mentioned so when they have to make choices, they
12 can be well informed and they are responsible for the
13 consequences, whether they are good or bad.

14 A lot of times, kids and society in general
15 like to blame others for their problems, but if you know
16 the information and are well aware of the long-term
17 consequences, as well as the short-term consequences, in
18 societal views on the choices you make, the ultimately it
19 is each individual's responsibility.

20 We have several different components of the
21 program. One of the components is the GED preparation and
22 vocational skills training component. And we are
23 targeting probably the most difficult group of kids in the
24 community.

25 We work closely with the Juvenile Bureau and

1 the Probation and Parole Office for referrals. So a lot
2 of our kids have either dropped out of school, have been
3 kicked out of school, can't get back into the public
4 school system or they are just being released from the
5 juvenile bureau or the prison system.

6 A lot of these kids come to the program several
7 grade levels behind academically; we have 17- and 18-year-
8 old kids that are on a fourth- and fifth-grade reading
9 level. So it is pretty difficult to attain a GED in a
10 short time period. Three months, that is not going to --
11 a kid can't attain a GED in that amount of time.

12 So it is a long-term process with the kids that
13 we are targeting, and it could probably be a lot easier
14 and the numbers could look a lot -- reflect a lot of
15 positive results if we choose to neglect this population
16 of kids. And this is -- are kids that are in need of an
17 opportunity, an opportunity to at least get a basic
18 education and some type of job skill training.

19 The vo-tech portion of the program is on an
20 opening basis, basically. We have worked diligently with
21 Tulsa Technology to try to fit this population of kids
22 into their system, but like I said, these kids are so far
23 behind academically -- and they have a responsibility, as
24 well, to take advantage of the opportunities that are
25 presented before them, but without a GED or high school

1 diploma, you cannot enter the vo-tech as a full-time
2 student.

3 We have what you call full-time part-time, and
4 it is more of an exploratory situation for the kids; if
5 they attain their GED, they are allowed to participate in
6 the full-time programs. And that is mainly where a lot of
7 the problems come in, because these kids are used to
8 immediate gratification.

9 Everything basically comes down to money with
10 teenagers now; they are not going to spend their time,
11 three hours a day, and not get anything out of them,
12 because in three hours, for a lot of them, they can make a
13 couple of hundred dollars.

14 So we are trying to work out some things with
15 the vo-tech system to see if we can get some of the kids
16 into the full-time training program while they are trying
17 to attain their GED. But I don't know how well it is
18 going to work out.

19 And it would have to be, probably, a totally
20 different structured program for this population of kids
21 because if they had enough self-discipline and
22 responsibility to go to class and maintain the proper
23 attendance standards of Vo-tech, then they probably
24 wouldn't be in the situation they are in. I mean they
25 would be in high school, more than likely, if they were

1 able to do this.

2 And they have very -- pretty stringent rules at
3 the Vo-tech as far as attendance. We did have a couple of
4 students that tested out at almost ninth-grade level at
5 the Vo-tech system and were allowed to get into the full-
6 time part-time program, but like I said, they have so many
7 other problems -- transportation.

8 One young lady, she was supposed to come today,
9 but I have lost her. She doesn't have any family in
10 Tulsa; she is living with a boyfriend who is basically
11 physically abusing her. She doesn't have anywhere to go,
12 so she is stuck in that situation. So it was difficult
13 for her to maintain the attendance standards; if you miss
14 three days at Tulsa Technology, you are excused from the
15 program.

16 And not to mention all the health problems she
17 has had -- she has had a miscarriage -- all the things
18 that -- you all are well aware of some of the things that
19 these kids are dealing with.

20 But somehow, if we could get a total -- design
21 a program specifically for this hard-to-reach population
22 of kids, I think that will work out reasonably well. But
23 like I said earlier, they also have a responsibility to
24 take advantage of the opportunities that are presented
25 before them.

1 As far as the job skill training, most of these
2 kids are not aware of the different careers, the
3 vocational careers or occupations, that are available in
4 society. They are -- it all goes back to their
5 environment; they have had parents and grand-parents that
6 never worked before.

7 When they wake up in the morning, they are not
8 looking out their windows seeing guys going to their law
9 office or to their doctor's office or wearing a suit and
10 tie; they are basically seeing people waking up in the
11 morning, drinking alcohol or just wasting their time,
12 wasting their day away. So they are not aware of what is
13 available to them.

14 We did develop some career exploration programs
15 to try to give these kids a little bit of insight into
16 exactly what all the programs of Vo-tech are about,
17 what -- the careers and different occupations that are
18 available for them. But it all goes back to their time.

19 Their time is valuable to this population of
20 kids because more often than not, they are making money,
21 and it is not a little bit of money. Some of these guys
22 make a lot of money in a short period of time, and they
23 really don't see the benefit of going and participating in
24 a 20-hour course and not getting anything out of it in the
25 end.

1 It is very difficult -- we can recruit the
2 kids. And they will go once or twice and find out and see
3 what it is all about. But as soon as they find out that
4 they are not going to be able to get a job or any type of
5 certification after they attend these exploratory
6 programs, they stop going because they just don't see the
7 benefit of them.

8 It all comes down to money with this specific
9 population of kids that we are trying to deal with. They
10 want to work; they just don't know how to go about getting
11 there.

12 We have some kids that are probable eligible
13 through JTPA standards to receive incentives and stipends,
14 but the -- all the paper work and the legalities and all
15 the information that they have to have is just not
16 available to most of them. Income tax returns, even
17 family financial statements, those are just not available
18 to them.

19 And a lot of it has to do with their parents
20 that are abusing the system and not wanting anybody to
21 find out what they are doing. So that is a difficult
22 task, as well. But most of these kids would easily
23 qualify for some type of assistance through the JTPA.

24 I had really planned on giving you all the
25 overview and taking questions and establishing some type

1 of dialogue.

2 DR. MITCHELL: That is --

3 MR. SUGGS: I work better that way.

4 MS. TARBEL: How long --

5 DR. MITCHELL: That is pretty much what we
6 want, yes.

7 First question?

8 MS. TARBEL: How long have you been doing Male
9 Rep?

10 MR. SUGGS: For three years.

11 MS. TARBEL: Are you seeing any positive
12 results?

13 MR. SUGGS: Yes. It was -- yes. We reach a
14 lot of kids.

15 MS. TARBEL: I know you do.

16 MR. SUGGS: And in one year, we have probably
17 reached 600 or 700 kids. And without the diversionary
18 activities there at the centers, it would be difficult to
19 bring them in. But all kids love to play basketball and
20 lift weights, and all of the things that we have available
21 for them. And you can see some attitude changes, but it
22 is difficult to put down on paper.

23 We kept 75 kids from impregnating teen-age
24 girls. Because they are so secretive about any type of
25 personal information, they just won't divulge it. But we

1 are seeing attitude changes -- we are in contact with a
2 lot of parents, talk to a lot of parents -- and some
3 behavior changes. But once they leave us and go back to
4 their environments, everything pretty much goes out the
5 window.

6 MS. TARBEL: Are you having parental back-up --
7 I mean the parents that you do reach, are they encouraging
8 their young people to stay with you?

9 MR. SUGGS: Yes. Parents look for things for
10 their kids to get involved in that are positive
11 activities, and they can see some benefit from it. But as
12 far as job skill training and actually going to school and
13 these types of things, the parents haven't done it.

14 So it is difficult for the kids to respond to
15 their parents telling them the importance of education and
16 getting some kind of job skill training when they are
17 looking at their grand-mother and grand-father, aunts and
18 uncles, and nobody is really doing anything.

19 DR. MITCHELL: I have two very quick questions.
20 One: What -- if you were able to, you know, pass a magic
21 wand and had one thing you could do to improve the
22 situation in working with these kids, what would you like
23 to see done?

24 MR. SUGGS: On-the-job training where the kids
25 can receive some training while they are working toward --

1 DR. MITCHELL: While they are making money?

2 MR. SUGGS: While they are making money. And
3 the minimum wage, I don't think a lot of kids will respond
4 to that. I know that is probably the only thing that
5 could be done, but like I said, these kids make a lot of
6 money in a short period of time.

7 But on-the-job training, more developmental-
8 type programming, more than just teaching them how to fill
9 out a resume. Actually taking them on site to businesses
10 and corporations so they can find out what is really going
11 on.

12 We have kids that say they want to work at
13 American Airlines, but they have never gone inside the
14 building and are not really aware of what takes place
15 inside American Airlines. So any type of programming,
16 there would have to be some type of monetary incentive.

17 DR. MITCHELL: You have said it is the money
18 about three to four times because that seems to be a very
19 serious handicap in terms of getting students to -- the
20 young people to move in any direction of self-sufficiency
21 because they can make more money -- a lot of money.

22 And I guess the question is: And it is
23 probably impossible to cut off the money -- to cut the
24 money off because if that was not there, then maybe they
25 would see something with -- so it seems like an uphill

1 battle, a very difficult battle to try to fight the fact
2 that they can get more money doing other things than they
3 can by coming to the program. Is that still that much --

4 MR. SUGGS: Yes. Well, it is --

5 DR. MITCHELL: Is it really that much -- the
6 money is that much of a problem?

7 MR. SUGGS: It is a very serious factor. I
8 have kids all the time that want jobs. But we all know if
9 you have -- if you are a convicted felon, have been a part
10 of the corrections system or even down in the juvenile
11 detention center, any time you are caught up in the legal
12 system, without a high school education or GED or any type
13 of job skills, nobody is going to hire you.

14 And they are -- every day, I have at least five
15 kids say, I want a job; I don't want to have to sell
16 cocaine; I don't want to have to rob; I want a job. But
17 there is nothing. The doors are closed.

18 And there are some that are -- a lot of it is
19 their fault that these doors are not open to them, because
20 of the behaviors they are engaging in. But they are still
21 children. And they have made some bad choices, but they
22 still need an opportunity to prepare themselves to be
23 adults.

24 DR. MITCHELL: Have you had any real -- you
25 have been there a short time, so there is really not a

1 chance to have really a lot of success. But any minor
2 successes yet?

3 MR. SUGGS: Most of our successes revolve
4 around, believe it or not, kids getting -- graduating from
5 high school and entering the armed services. We have very
6 few kids -- we have some kids that attend small colleges,
7 but not very many that go on to higher education or
8 institutes of higher education or even enroll in the vo-
9 tech system.

10 If they -- it is not expensive compared to
11 college to go to vo-tech, but it is money that is not
12 readily available to this population of kids, their
13 families. Their families can't afford to spend \$1,500 for
14 them to get to go to vo-tech.

15 DR. MITCHELL: Question?

16 MR. HERNANDEZ: Mr. Suggs, I wish you could
17 just describe a little bit more on the barriers to
18 employment. I think you mentioned transportation, and I
19 think you mentioned the paper work. And I think it goes
20 hand in hand with the lifestyle, the different lifestyle
21 of the hard-to-reach person. And --

22 MR. SUGGS: Yes.

23 MR. HERNANDEZ: And you talked a little bit
24 about the miscarriage, the health problems of the young
25 lady. And you kind of maybe assumed that we as adults may

1 know what that lifestyle is. And maybe we don't know, you
2 know, the different kinds of needs that are there before
3 they can even begin to address the -- what --

4 MR. SUGGS: Child care is one need. There is a
5 large percentage of the kids that have children. They --
6 child care isn't available to them. So instead of
7 attending the GED classes -- I have several kids, mostly
8 young ladies, that were enrolled in a GED program; they
9 were unable to attend because they have possibly two or
10 three small children of their own that they have to take
11 care of.

12 Child care, transportation. Just not really
13 having any idea of what occupations are available and what
14 the different careers are all about and what it takes to
15 get to the point of employment.

16 Kids may say they want to be a welder, but they
17 are not really aware of everything that it takes to become
18 a welder. So there needs to be a lot of training and
19 education in that area.

20 And a lot of it has to do with their background
21 and their criminal history. Convicted felons -- even for
22 adults it is very difficult for convicted felons to get a
23 job.

24 And you have -- believe it or not, you have a
25 lot of 17-, 18-year-old and 19-year-old kids that have

1 already gone to prison and spent at least a year in the
2 prison system. And once they get out -- supposedly they
3 attain their GED while they are in prison, but a lot of
4 them don't -- but there is not any opportunities available
5 for them to attain their GED.

6 We have alternative education programs, but
7 they have waiting lists. And that is probably because
8 they are so selective about the type of kid that they
9 allow into the program, because they are looking at
10 numbers. Most people are looking at actual numbers to
11 send in at the end of the year on their reports, positive
12 contacts.

13 For -- through the PITC, the only way they
14 could get a contact with a kid is either they attain their
15 GED or they have gotten employment. And that is just not
16 going to happen with most of these kids, not in a short
17 time period. And the employment may never happen.

18 DR. MITCHELL: Other questions?

19 MS. HELTON: Do you have to deal a lot with the
20 negative attitude that the youngster might have --

21 MR. SUGGS: Oh, yes.

22 MS. HELTON: A rebellious attitude and
23 disrespectful attitude?

24 MR. SUGGS: Oh, yes.

25 MS. HELTON: Simply because they know that it

1 is a dead end to -- where they are headed for?

2 MR. SUGGS: That is a lot of it. And that is
3 why I mentioned earlier that the kids have some
4 responsibilities, as well, to change some of their
5 behavior and their attitude toward society in general,
6 what -- I will say mainstream society.

7 They know what perceptions are amongst most
8 people regarding this population of kids: that they are
9 either involved in gang activity, they are violent, lazy,
10 have bad attitudes. A lot of them do. But after you have
11 three or four of your friends to die in a year's time
12 period, they are starting to see the light and they are
13 really wanting to change.

14 MS. HELTON: To get out, yes.

15 MR. SUGGS: But that opportunity to change
16 isn't available in a lot of instances.

17 MS. HELTON: Well, I can relate to what you are
18 saying; I live in a neighborhood where I have seen a
19 percentage of that happen. And they -- we have tried to
20 help them personally, my husband and I have.

21 And one of them, for instance, wanted to be a
22 cook, but he couldn't see why he had to have math to go
23 along to be a cook. And my husband just took some of my
24 dishes and spoons and what-have-you and was showing him
25 how you have to add, how you have to subtract and how you

1 have to calculate. Well, then he saw the light; he
2 realized that he did have to have some math. So he did
3 improve his scores, and my husband tutored him in that.

4 MR. SUGGS: Yes. It is -- they definitely
5 need -- a large percentage of them need an attitude
6 change.

7 DR. MITCHELL: Well, yes. But attitude change,
8 that is partly what your job is. There are two problems.
9 One is the attitude and the individual's initiative.
10 Those are the kinds of problems which you have to deal
11 with.

12 But then we are concerned about what the system
13 can do to break down the barrier that exists. And we
14 heard some things like transportation, on-the-job
15 training, day care. Are there other types of things that
16 maybe the vo-tech or job training programs can do to break
17 down the barrier that you are trying to break down on the
18 one hand, that creates the distrust -- that has created
19 the distrust of these?

20 I know individual initiative is important. In
21 similar problems, you know, we continue to blame the
22 victim many times over and over. And we do have to --
23 people do have to be responsible for their own actions at
24 the same time.

25 MR. SUGGS: Well --

1 DR. MITCHELL: But the system has to respond
2 too.

3 MR. SUGGS: Along those lines, probably -- I am
4 a pretty honest person. When the kids go to these places,
5 Vo-tech or PITC, they have to know that these people
6 seriously are concerned about helping them and that they
7 want them there.

8 I have taken kids to Vo-tech, and they will not
9 go back because just the reception they get when they
10 first walk in the door, they know they are not wanted
11 there.

12 DR. MITCHELL: Yes.

13 MR. SUGGS: And it is mainly because they look
14 different. They may talk different and their behavior may
15 be different, but they are still young people that need an
16 opportunity. So that is probably the first thing that
17 could be done: that of willingness, seriously wanting to
18 help this population of kids.

19 DR. MITCHELL: So --

20 MR. SUGGS: These kids are a lot smarter than
21 people --

22 DR. MITCHELL: There is nothing wrong with
23 their intelligence.

24 MR. SUGGS: Yes. They are -- and they don't
25 interact with a lot of different people from different

1 group that young people just are not going to be able to
2 do that.

3 MR. SUGGS: Oh, no. That is not my attitude.

4 MR. TOURE: Okay. I didn't think it was. But
5 I just wanted to get the -- the -- a question asked a
6 person with similar background yesterday was, If you took
7 20 of your hard-core individuals to the vo-tech, could
8 they get into the system, could they get through the
9 system.

10 MR. SUGGS: No.

11 MR. TOURE: Okay. And why do you suppose that
12 is so?

13 MR. SUGGS: Well, it all depends. If they have
14 their GED or high school diploma, then they would be
15 allowed to enter the program, first of all. So that is a
16 major factor.

17 Just transportation. The overall acceptance of
18 the vo-tech system wanting them there and really, actually
19 wanting to help this population of kids: that is another
20 factor.

21 MR. TOURE: Can I stop you for just a second?
22 Wanted in there, as distinguished from not wanting them
23 there because of their race, or because they are young
24 people, they wear earrings, they wear their shirts out of
25 their pants --

1 MR. SUGGS: Basically --

2 MR. TOURE: What do you mean?

3 MR. SUGGS: Because of their race. Because of
4 their criminal records and their backgrounds. All of the
5 things you just said: because they may wear earrings;
6 they may wear braids in their hair.

7 Those are -- Vo-tech has very stringent rules,
8 even down to dress codes. We took kids there last summer
9 for an exploration program that lasted two months. These
10 kids were not allowed to wear shorts, and it was 100
11 degrees outside; they had to dress as if they were
12 actually -- with slacks and jeans and shirts with collars
13 and those things.

14 These kids -- a lot of these kids don't have
15 those types of things, not in the summer time, not summer
16 slacks. Or -- I have had to give kids shirts off my back
17 to go to job interviews. They just -- it is not available
18 to them. It may be available, but they never had that --
19 it was never important to have a shirt with a collar on
20 it.

21 MR. JENKINS: This type of lack of sensitivity
22 on behalf of those folk at Vo-tech, have you made them
23 aware of that? And what has been the response?

24 MR. SUGGS: They are not going to change their
25 system.

1 MR. JENKINS: But you have made them aware?

2 MR. SUGGS: Oh, yes. Believe me, I have made
3 them aware.

4 MR. JENKINS: And it is a very rigid system,
5 and they have simply refused to change?

6 MR. SUGGS: Well, they have opened up some
7 with, the exploration programs. I don't think they have
8 ever really done that before, not with this population of
9 kids. There has been some change, but minimal change,
10 on -- well, even with job training.

11 MR. JENKINS: Working through your board,
12 through the Urban League and through your supervisors
13 there, have they made the entre or talked to the board of
14 Vo-tech to make them aware? Because I am quite sure on
15 the Urban League board, you have representatives from
16 various organizations throughout the community. Have you
17 approached them --

18 MR. SUGGS: Oh, yes. It is a slow process.
19 First of all, they don't really have a reason to want them
20 there because they have waiting lists of kids that are
21 trying to get into Vo-tech, kids that already have all the
22 requirements. They already have their high school
23 diplomas or have gone through their STAR program and
24 attained their GED.

25 They have waiting lists of kids to enter Vo-

1 MR. SUGGS: Oh, yes.

2 DR. MITCHELL: Okay.

3 MR. SUGGS: And even with the JTPA
4 certification --

5 DR. MITCHELL: Sure.

6 MR. SUGGS: And the PITC. It is just a very
7 difficult population of kids. And it is time consuming,
8 and it is long term. It is not short-term, immediate
9 results; it is going to take time.

10 These kids -- some of these kids haven't been
11 to school in two or three years. They are not all of a
12 sudden going to change from one day and the next day, they
13 are -- they have self-discipline and responsibility and
14 all the skills necessary to make it through any program,
15 whether it is vo-tech, college, high school, whatever. It
16 is long term.

17 And one of the -- the biggest barrier that
18 creates all the problems is the environment. If you could
19 take these kids out of that environment and place them in
20 a facility or somewhere that is structured, they have
21 expectations there, there are requirements to attend
22 certain programs, attend school, you will see a lot more
23 success.

24 But as long as they are in their immediate
25 environment and the housing complexes in some of the

1 neighborhoods they live in -- it is not even peer
2 pressure; it is environment pressure to not do what is
3 necessary to be productive. So that is one thing you can
4 look at.

5 DR. MITCHELL: Yes.

6 MS. TARBEL: Is the 100 Black Businessmen
7 organization helping you at all? I mean are they
8 making -- helping make a difference?

9 MR. SUGGS: No. We don't work with --

10 MS. TARBEL: Do you interact with them at all?

11 MR. SUGGS: No.

12 MS. TARBEL: Shouldn't you, maybe?

13 MR. SUGGS: Yes.

14 MS. HELTON: They haven't come to you to offer
15 to help?

16 MR. SUGGS: No.

17 MS. HELTON: That is what I --

18 MR. TOURE: Mr. Chairman? May I --

19 DR. MITCHELL: Yes?

20 MR. TOURE: I would assume, Mr. Suggs, that
21 there are additional programs in Tulsa, mentoring programs
22 such as yours. Am I right about that?

23 MR. SUGGS: Yes.

24 MR. TOURE: Okay. In regard to the young
25 people that you deal with, are any of them still in high

1 school?

2 MR. SUGGS: Oh, yes.

3 MR. TOURE: Okay. Are they involved in any
4 type of the vocational educational programs in the high
5 schools?

6 MR. SUGGS: No.

7 MR. TOURE: Do you know what the situation is
8 in regard to that?

9 MR. SUGGS: From my --

10 MR. TOURE: Let me ask you this way. I was
11 under the impression from the information yesterday that
12 the state department of vocational ed has programs working
13 with high schools to start the vocational educational
14 programs at that level. And I am -- I guess what I am
15 asking you is whether vocational educational programs are
16 available in high schools and if they were or are, could
17 they be accessible to your young people.

18 MR. SUGGS: Yes, they are available in the high
19 schools. A lot of the county high schools have kids that
20 can go to vo-tech in the afternoon and receive high school
21 credits for them. And I even think there are some city --
22 Tulsa public school systems that are part of that program.
23 But the kids have to have a certain grade point average to
24 participate and be a part of these programs.

25 DR. MITCHELL: I think that, if I hear you

1 right, even in the high school -- even these kids in the
2 high school are still the at-risk students in the high
3 school -- in that population.

4 MR. SUGGS: Oh, yes.

5 DR. MITCHELL: So it would still be the same
6 problem in high school as it was if they were not in high
7 school?

8 DR. MITCHELL: Oh, yes. That is -- basically
9 what happens is: if nothing positive is happening in high
10 school, they eventually will turn to the streets and the
11 easy way to make money.

12 MS. TARBEL: I have a quick question I wanted
13 to ask Aurora just real quick.

14 DR. MITCHELL: Let's -- we need to wrap this up
15 because it is lunch time.

16 MS. TARBEL: Aurora, is there a black person on
17 the --

18 MR. JENKINS: Can we do that off the record,
19 please?

20 DR. MITCHELL: Yes.

21 Let's not --

22 MS. HELTON: I don't know right now if there is
23 one.

24 DR. MITCHELL: Hold it. Just one second. Let
25 me hold this conversation. This -- we don't need to

1 discuss this in -- this is not part of the hearing
2 process -- the open meeting process. We can discuss that
3 off the record.

4 (Discussion was held off the record.)

5 DR. MITCHELL: Yes?

6 MR. TOURE: I have a question, Mr. Chairman.

7 Mr. Suggs, I understand the question of money
8 and incentives to the young people. I don't want to take
9 it as a suggestion of yours that the kids have to be paid
10 to go to school. I don't think you are saying that. Are
11 you?

12 MR. SUGGS: No. I don't believe in that.

13 MR. TOURE: Okay.

14 MR. SUGGS: I mean there has to be something at
15 the end, something that is attainable: that these kids
16 know there is a guarantee that either they will get a
17 job -- there has to be something besides just going on
18 their own initiative to an exploration program. There is
19 no benefit for them to do that.

20 MR. TOURE: Help me with the exploration
21 program because I am not sure I understand exactly what
22 that --

23 MR. SUGGS: We developed a exploration program
24 that has 20-hour courses that are held in the afternoons
25 from 3:00 to 5:00. And it is more hands-on experience for

1 them just to give them better insight into what is going
2 on.

3 We have aviation careers. The kids will
4 actually maybe taxi a plane, go out to the airport, visit
5 the air-traffic controller's booth, learn how to repair
6 airplane engines. We have a clothing construction
7 exploration program where they will actually go in and put
8 together some type of garment or shirt.

9 Just giving them an opportunity to find out
10 what it is all about, they have never had that. Every kid
11 I have taken to Vo-tech, it is like they have gone into a
12 candy store; they have never gone into the building
13 before. And it is right across the street from one of the
14 major housing complexes in Tulsa, and 90 percent of the
15 kids have never even stepped foot on the campus.

16 MR. TOURE: What is the step from the
17 exploration program to actually the Vo-tech programs
18 themselves?

19 MR. SUGGS: Full-time enrollment.

20 MR. TOURE: Okay. And that was -- that is the
21 GED?

22 MR. SUGGS: What is in between exploration and
23 full-time enrollment?

24 MR. TOURE: Yes. I mean what is the step that
25 you can't get the students across -- I mean the young

1 people across? I understand there is the GED problem and
2 the transportation problem. Is there anything else? I
3 mean I assume if they have some interest, once they go
4 through those exploration programs, that their eyes are
5 open to some other type of world?

6 MR. SUGGS: There is no benefit in them
7 attending it.

8 MR. TOURE: Okay.

9 MR. SUGGS: They are not going to get a job for
10 attending the exploration program, or any type of
11 certification. So in their minds, there is no need to go
12 spend three hours a day; that is \$200 for most of them.

13 MR. TOURE: Well, is that the fact that they
14 are not going to be trained, or they have a belief that
15 they won't be able to get a job because of their race or
16 because of their status in society?

17 MR. SUGGS: When they go in, they go -- I try
18 to explain to them the best I can what exploration
19 programs are all about. But when they go in, they are
20 expecting to learn whatever part of the program they are
21 going into, get some type of training that will qualify
22 them to be able to go out and get a job afterwards.

23 DR. MITCHELL: Well, what it is: it is the
24 amount of risk that they want to take for the reward that
25 they get. And the risk they take in this situation does

1 When you are talking about low --

2 MR. JENKINS: Well --

3 MR. FAGIN: Well, aren't you dealing more with
4 high school -- with school drop-outs than with those who
5 are in school, for example?

6 MR. SUGGS: Both.

7 MR. FAGIN: Both?

8 MR. SUGGS: Both.

9 MR. FAGIN: And with kids who both have
10 juvenile problems --

11 MR. SUGGS: Both.

12 MR. FAGIN: And delinquency problems and --
13 both?

14 DR. MITCHELL: It is a mixture?

15 MR. SUGGS: Right. Low-income minority kids.
16 When you say "low-income minority," everything we just
17 discussed, that is a part of low-income minority
18 environments.

19 MR. JENKINS: But some of the comments that you
20 have made, though, have been generalizations that, I see,
21 when you talk about low-income minority kids, hard to
22 place, and some of the things that -- some of the problems
23 that you have dealt with at the vocational center. Does
24 that apply across the board to that population?

25 MR. SUGGS: Basically.

1 MR. JENKINS: Because I am of the opinion that
2 there are quite a few programs for a lot of minority kids
3 who are low-income, who are doing quite well and are quite
4 successful.

5 MR. SUGGS: What do you consider low income?

6 MR. JENKINS: Everybody who makes below \$15,000
7 a year, according to the poverty guidelines.

8 MR. SUGGS: Well, I am considering low income
9 \$8,000 a year.

10 MR. JENKINS: Well, see? That is the
11 difference. Well, even with \$8,000, I am looking at some
12 of the kids who are coming from single-parent homes with
13 mothers receiving AFDC checks and nothing more.

14 What I am gathering, though, is a
15 generalization, that all these kids are lumped in there.
16 And I can't even comprehend that, that you are
17 generalizing that all these kids should be lumped there
18 and that they -- all these kids are having these problems.

19 DR. MITCHELL: Yes.

20 MS. HILL: May I comment?

21 MR. JENKINS: Yes, please.

22 DR. MITCHELL: Please.

23 MS. HILL: You are hearing in this one area a
24 program that we call our training and technology program,
25 where the kids are from the juvenile justice system. They

1 are drop-outs, basically, and they are low-income minority
2 males. Our other interactions are with regular, every-day
3 kids that happen to be low-income minority males.

4 DR. MITCHELL: Okay.

5 MR. JENKINS: Okay.

6 DR. MITCHELL: All right.

7 MS. HILL: Does that clarify?

8 DR. MITCHELL: Right.

9 MR. JENKINS: That does.

10 DR. MITCHELL: That helps, yes.

11 MR. JENKINS: Thank you.

12 MS. HILL: All right.

13 MR. SUGGS: Yes, this is just one component of
14 the overall program.

15 DR. MITCHELL: Okay. All right.

16 MR. JENKINS: Okay.

17 MR. SUGGS: But still, with low-income kids --

18 MR. JENKINS: Yes. I got you.

19 MR. SUGGS: -- you are going to have -- these
20 problems are associated with low-income minority kids.

21 DR. MITCHELL: Especially, right.

22 MR. HERNANDEZ: Well, one of the parts that I
23 heard was what a gentleman yesterday called the street
24 gang members. But he called them the troubled kids.

25 Okay?

1 MR. SUGGS: Okay.

2 MS. TARBEL: At-risk.

3 MR. SUGGS: Right.

4 MR. HERNANDEZ: And then when you were talking
5 about street gangs, you also mentioned the felons that --
6 the ex-inmates. But my question to you is -- and I think
7 I am hearing what you are saying, but I just want to for
8 the record ask you.

9 The regular school districts, they have the
10 vocational technical training programs. Do they by any
11 chance have any special programs that deal with the at-
12 risk student, the drop-out, the potential drop-outs, that
13 they refer to vo-tech?

14 MR. SUGGS: Not that I am aware of.

15 MR. HERNANDEZ: Oh. Okay. And the reason I
16 say this is because there is -- there happens to be a
17 representative of the state vo-tech department here
18 monitoring our meeting, Mr. Tony Salazar. And I believe
19 he is in with minority recruitment.

20 But I think that in Oklahoma City, the Metro-
21 tech has a special program or a program they call a skill
22 center. And they take referrals from the public school
23 systems that are the at-risk population that you are
24 talking about. But I think some of the group that you are
25 working with go a step further and include even the harder

1 to reach.

2 MR. SUGGS: Oh, yes.

3 MR. HERNANDEZ: And so there might be some
4 possibility for trying to duplicate that program.

5 MR. SUGGS: Oh, yes.

6 DR. MITCHELL: I think we can get ready to
7 break for lunch.

8 Thank you, very much, for your information you
9 have given us.

10 MR. SUGGS: Oh, you are welcome.

11 DR. MITCHELL: If there is anything else you
12 want to present to us that you might think about later,
13 you have got 30 days to get it in to us.

14 MR. SUGGS: Okay.

15 DR. MITCHELL: So if you have any information,
16 we would appreciate it very much.

17 MR. SUGGS: Okay. I sure will.

18 DR. MITCHELL: So I guess I will declare this
19 session recessed. And we will assemble here at 1:30.

20 (Whereupon, this meeting was recessed, to
21 reconvene at 1:30 p.m. this same day, Thursday, June 2,
22 1994.)

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FORM 100-1 (REV. 1-25-60) U.S. DEPT. OF JUSTICE

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1:30 p.m.

DR. MITCHELL: We will call the meeting back to order.

And we will need some more lighting in here, I suspect, if we can. Thank you.

(Pause.)

DR. MITCHELL: Do you have a written prepared statement? Or --

DR. POTTS: No. But --

DR. MITCHELL: That is fine.

DR. POTTS: The information I am going to talk about is in your packets.

DR. MITCHELL: Okay. Very good.

DR. POTTS: There are some brochures on each one of these programs.

DR. MITCHELL: Thank you. I have a timer here. So when it goes off, it means 15 minutes are up.

DR. POTTS: Oh. Okay.

(Pause.)

DR. MITCHELL: Go ahead.

DR. POTTS: Hi. I am Flo Potts, Dean of Instruction at the Northeast Campus of Tulsa Junior College. And with me today is Lisa Holloway, and she is the Director of Special Programs at the Northeast Campus.

1 I would like to thank you for this opportunity
2 to talk to you about some specific programs that I was
3 asked about. And first, I will discuss the EMERGE
4 Program, then the Tech Prep Program with the articulated
5 programs, the Resource Center for the Deaf and Hard-of-
6 hearing. And then I will turn it over to Lisa, and she
7 will talk about Index.

8 The college -- the junior college is a
9 reflection of our community, its population and its
10 educational needs. The 1990 Tulsa census and TJC's
11 Northeast Campus spring 1994 enrollment and is reflective
12 of that. A comparison is very much in line.

13 According to the census, the white population
14 was 79 percent. And at TJC Northeast Campus, it -- the
15 enrollment showed 78 percent. Black, 13 percent; and our
16 enrollment at Northeast Campus was 12 percent. Indian, 4
17 percent; and our enrollment, 5 percent. Hispanic, 2
18 percent; and TJC Northeast Campus, spring, was 2 percent.
19 Asian, 1 percent; our enrollment, 2 percent. Other was 1
20 percent, and our enrollment was one.

21 We have really worked on this through different
22 outreach programs, looking for different grant
23 opportunities and things that we could do. So we have
24 really worked on these statistics: I did want you to know
25 that.

1 One of the programs that I was asked about is
2 the EMERGE Program. It was developed in response to a
3 community need that was also a federal priority. The
4 federal government identified the need to decrease the
5 number of persons receiving welfare allotments. However,
6 many of these recipients were unskilled and did not have
7 the educational level that would make them be able to
8 provide for themselves, as well as their families.

9 The Family Service Act of 1988, which includes
10 the jobs legislation, provided the funding to develop and
11 implement our EMERGE Program. The Oklahoma Department of
12 Human Services, in an agreement with Oklahoma State
13 Regents for Higher Education, qualified for federal jobs
14 funding.

15 We received a grant to implement this new
16 program for individuals, specifically for individuals who
17 were receiving AFDC, to obtain their GED and then to
18 continue their education so they can become self-
19 supporting.

20 EMERGE stands for Encouraging More Education to
21 Reach Graduation and Employment. And that is the focus of
22 the EMERGE program. It began in January, 1993. EMERGE is
23 an adult literacy and mathematics skills program with
24 three goals. Number one is GED achievement. Number two
25 is preparation of a post-secondary education. And number

1 Another program that prepares students for
2 employment and provides opportunities to continue their
3 education is the Tech Prep Program. Tulsa Junior College
4 is a member of the Tulsa Tech Prep Consortium. Members
5 include Tulsa Technology Center and seven area public
6 schools: Berry Hill, Broken Arrow, Glen Poole [phonetic],
7 Jinx [phonetic], Sand Springs, Union and Tulsa Public
8 Schools.

9 Three years ago, the consortium received a
10 \$150,000 grant through Carl Perkins funding to implement a
11 tech prep program. This is the final year for funding at
12 that level. We have been approved for a \$50,000
13 maintenance grant for July, 1994 through June 1995.

14 Requirements for tech prep include the
15 development of articulated programs by secondary,
16 vocational and post-secondary educational institutes and
17 members of business and industry. The curriculum design
18 and development eliminates unnecessary duplication and
19 focuses on applied techniques and cooperative learning
20 techniques beginning at the ninth-grade level.

21 Currently, we have two articulated tech prep
22 programs: aviation maintenance and avionics. Students in
23 these programs take applied courses in communications,
24 math, principles of technology and applied biology and
25 chemistry while they are in high school. They earn

1 college credit for aviation maintenance or avionics
2 courses taken at Tulsa Technology Center.

3 After they have attended 12 hours at TJC then
4 and they have completed these courses and have either
5 their FCC or FAA license, then they can, through advanced
6 standing, have those courses -- credit for all 25 hours
7 applied on their transcript.

8 Upon completion of the requirements for the
9 associate in applied science degree in aviation sciences
10 technology at TJC, they can either at that time go
11 directly to work or they can go on to Oklahoma State
12 University to work on a baccalaureate in aviation
13 sciences.

14 If you have any questions at all about the
15 curriculum, this should answer it; it has information
16 about both the aviation maintenance and the avionics
17 program. There is some additional information in there
18 regarding aviation sciences that does not pertain to that,
19 but the specific ones you would be interested in are in
20 there. Also, there is a brochure. This is the one on
21 tech prep that tells a little bit more about it.

22 Career information is distributed to every
23 eight grade student in the consortium schools, all seven
24 of the schools. Career interest inventories are
25 administered to these students, and brochures are mailed

1 to their parents. We felt like it was very important not
2 just to talk to the eight grade students, but to make sure
3 that their parents knew about the programs.

4 Students and parents are encouraged to consider
5 the Two-plus-two-plus-two Tech Prep Pathway to Success,
6 which is getting the applied courses in high school and
7 the technical courses and then going on to TJC, where they
8 can go on either to work or at that point, they can go on
9 to OSU.

10 In the past, so many students who were not
11 college bound or didn't know they were college bound took
12 a pathway really to nowhere, because they were taking
13 courses that were electives that really did not prepare
14 them for a job so that they could get employed out of high
15 school. And it certainly didn't prepare them to continue
16 in college.

17 So these courses, the applied applications, the
18 cooperative learning techniques that are used, helps them
19 to acquire a much higher level education than what many of
20 these students have ever even thought they could do. And
21 so it gives them an opportunity both for work and for
22 continuation in education.

23 During the '93/'94 academic year, 22 students
24 completed their technical courses at Tulsa Technology
25 Center and entered Tulsa Junior College. And six of these

1 people have graduated.

2 Demographics available on the 22 students
3 include: 18 males and one female in the aviation
4 maintenance option; 18 white or Caucasian and one Asian-
5 American. And we have five graduates in that aviation
6 maintenance.

7 In the avionics option, there were two males
8 and one female. And that breakdown is: one African-
9 American, one American Indian and one Asian-American. And
10 we had one person to graduate in that.

11 - Although all eighth grade students in the
12 consortium receive information about the programs and are
13 encouraged to consider this, we feel like this is one area
14 that we want to do a lot more as far as recruiting special
15 populations. And this year, we are going to do more in
16 developing in-service programs for our counselors and
17 teachers to increase their awareness of what the needs are
18 and what they can do to recruit students.

19 Another program at Tulsa Junior College serves
20 the needs of a special population: the Resource Center
21 for the Deaf and Hard of Hearing was established in the
22 fall of 1982. The TJC Foundation implemented the center.

23 In '84/'85, the center entered a contract with
24 the department of rehabilitative services to provide
25 support services for students with a hearing loss. The

1 contract provides approximately 70 percent of the
2 personnel costs related to interpreting, tutoring and note
3 taking.

4 Accommodations were made through job duty
5 reassignments to hire a secretary for the center who is
6 dea. And also, the individual who supervises the lab is
7 also deaf.

8 Services provided for the center include:
9 advisement counseling; interpreters; tutors; paid note-
10 takers who use a lap-top computer to take notes -- we also
11 have students who volunteer as note-takers. Developmental
12 classes in the areas of communications, computers, math
13 skills, sign language, deaf studies and study techniques
14 are all areas that we have specific courses for these
15 students.

16 One of the problems or barriers that they have
17 had in some of the technical areas is that it is difficult
18 because they don't have signs that represent some of the
19 language. So we have had to look at that and develop some
20 introductory courses for them to give them the help so
21 that they can be successful in these -- in the regular
22 classes. We also provide extended time-testing in that
23 area.

24 We have a lab facility with seven computers,
25 and then another networked lab with eight stations. We

1 am going to be talking about that is in your packet. I
2 work with the Non-Credit Continuing Education Division of
3 the college. And as part of that role, we have become an
4 educational partner in an organization called QUEST.

5 QUEST was started by the Tulsa Chamber of
6 Commerce, and the idea behind it is to provide training
7 partnerships for local businesses. An opportunity came
8 along, I guess, approximately two years ago for QUEST to
9 become involved in a jobs grant. And it is a little bit
10 different animal than EMERGE.

11 The grant fund is a program in which Tulsa
12 public schools, the University Center at Tulsa and the
13 Tulsa Technology Center and Tulsa Junior College are
14 involved in. In addition, the chamber of commerce,
15 through its INDEX work site, provides a work place
16 training site for participants in this program.

17 Much like EMERGE, they come -- the participants
18 in this program are referred to us through the Department
19 of Human Services. But unlike EMERGE, our goal is not to
20 have participants in this program go on to college; the
21 idea is to provide them with the basic academic, work
22 place and technical skills that they need to be successful
23 in an entry-level manufacturing job.

24 One of the things that, coincidentally, is like
25 EMERGE is that we have -- out of the 285 people who have

1 Zebco. They count out parts for kits for different
2 companies. And the chamber works with different
3 businesses; they contract with different businesses
4 throughout Tulsa to provide this type of training and to
5 provide the materials for the program.

6 DR. MITCHELL: Thank you.

7 MS. HOLLOWAY: We are -- right now, we are in
8 the second year of a third-year -- of a three-year grant.
9 We --

10 DR. MITCHELL: Okay.

11 - Questions?

12 MS. TARBEL: You mentioned people that are
13 deaf. What about other disabilities at TJC? What do they
14 do for those?

15 DR. POTTS: Okay. We do have at the Metro
16 Campus our diagnostic center. And the students who
17 identify that they do have any type of disability other
18 than the hearing -- loss of hearing would be referred to
19 the Metro Campus. And that does not mean that they would
20 just attend classes there; that just means that they do
21 have a center to assist them and provide equipment and
22 things to meet their particular needs.

23 MS. TARBEL: I knew that. But the other people
24 didn't.

25 DR. POTTS: Okay.

1 MS. TARBEL: Thank you.

2 DR. MITCHELL: Other questions?

3 Yes?

4 MR. FAGIN: Both of you mentioned in two of the
5 different programs that the large percentage, 98 percent
6 or something, are women, as opposed to men. Is that the
7 nature of the programs, for example, AFDC, that they are
8 more women? Or are we missing the male population somehow
9 in the disadvantaged group that we are -- that this
10 program is targeting -- both these programs are targeting?

11 DR. POTTS: Okay. There are more -- definitely
12 more women receiving aid to -- aid for families with
13 dependent children.

14 MR. FAGIN: And they must be AFDC to qualify
15 for this --

16 DR. POTTS: Yes. These were developed
17 specifically for them. The grant is --

18 MR. FAGIN: Well, that would explain it.

19 DR. POTTS: It is -- the grant is only for
20 those individuals.

21 MR. FAGIN: That might explain it.

22 DR. POTTS: Yes. So it is certainly not closed
23 to males; it is just that there are not as many males in
24 that population.

25 DR. MITCHELL: Well, what is your number one

1 problem in terms of dealing with -- in trying to be
2 inclusive of the targeted groups, including the disabled?

3 DR. POTTS: One of the things that this pointed
4 out to me as I was preparing for today is that we do look
5 at different possibilities for grants to meet a particular
6 need. And so many times, there are federal regulations
7 for that particular population that would exclude other
8 individuals from the program.

9 And an example would be: someone with a
10 disability that was receiving federal funds -- I believe
11 SSI -- through another area then would not be eligible for
12 AFDC. So then they could not be eligible for this program
13 because all the money that was given to us for the program
14 was specifically targeted to this particular group. So
15 I --

16 DR. MITCHELL: So -- yes.

17 DR. POTTS: At times, you are trying to serve
18 all the populations, but specific grants just serve a
19 population; the federal regulation denies other people
20 access.

21 DR. MITCHELL: So what would you recommend as a
22 way to change that to flexibility? Do you have any
23 suggestions?

24 DR. POTTS: I am not familiar with whether or
25 not this is available now, but I would assume that there

1 should be an overall advisory committee representing each
2 of the protected classes or special populations and that
3 on any federal legislation all of them should be included
4 in it.

5 Otherwise, something very innocently may be
6 written into a reg that excludes other people that should
7 be covered. But a business or an educational institution,
8 you know, they have to go along with what those
9 requirements are.

10 DR. MITCHELL: Right. Yes.

11 DR. POTTS: So I would say that those
12 representatives should always be a part and have input on
13 any of the regulations.

14 DR. MITCHELL: Other questions?

15 (Pause.)

16 DR. MITCHELL: Thank you, very much.

17 DR. POTTS: Thank you.

18 MS. HOLLOWAY: Thank you.

19 DR. MITCHELL: Well, since -- Mr. Scales is not
20 here yet. So we can -- Mr. Callahan, are you --

21 MS. TARBEL: Is Mr. Scales even in town, I
22 wonder?

23 DR. MITCHELL: Huh?

24 MS. TARBEL: He just took a new job out of the
25 state. I just wonder if he is in town.

1 DR. MITCHELL: Oh. Well, he said he would be
2 here.

3 MS. TARBEL: Okay.

4 DR. MITCHELL: Yes.

5 Mr. Callahan? Would you --

6 DR. MITCHELL: Dr. Callahan.

7 (Pause.)

8 DR. CALLAHAN: Well, good afternoon. I want to
9 thank you for the opportunity to share some time with you
10 this afternoon and share a few thoughts and then entertain
11 any questions that you might have about Tulsa Technology
12 Center.

13 That is a new name for us. Our legal name is
14 Tulsa County Area Vocational-Technical School District
15 Number 18, and that is a mouthful. But about a year-and-
16 a-half to two years ago, we voted to change the name of
17 the district to Tulsa Technology Center. People often ask
18 me why, and I usually can answer in one word: "Image."

19 We wanted to change the image of vocational
20 education and what it means to young people today. And we
21 felt like that the word technology really summarized what
22 we are all about.

23 I want to share a little bit of information
24 with you about the school district and what we do, and I
25 will -- my remarks will be fairly brief. And then I would

1 welcome some questions from you.

2 In your package, you have got several pieces of
3 information that I brought that perhaps you can look at
4 later. One I will refer to a little bit later, it is a
5 reprint from Electronic Learning Magazine. That is a
6 feature article on a brand-new program we have called
7 Craftsmanship 2000. It is an apprenticeship program for
8 high school juniors and seniors -- or they start as a
9 junior. There is a nice article about it.

10 You also have a copy of a little newspaper
11 called Accolades. That is some success stories about some
12 of our students. And then you have a copy of our -- a
13 brief summary of our new strategic plan. And then there
14 is a talking points paper there that I will use as my
15 guide to speak to you this afternoon.

16 Tulsa Tech, as we are affectionately known by
17 the students, is a public school district. We are one of
18 29 area vocational-technical school districts in the state
19 of Oklahoma.

20 And as someone who is not a native Oklahoman, I
21 think I can safely say that our vocational system is
22 recognized around the country as if not the best,
23 certainly one of the top two or three in the nation. And
24 that is something we are very proud of, and it is one of
25 the things that drew me to this state.

1 We serve both high school students and adults,
2 very often in the same classroom. We serve juniors and
3 seniors primarily and then adult students who have either
4 dropped out of school or who are coming back to upgrade
5 their skills or learn a new skill.

6 We give no credit, high school credit nor
7 college credit; we are not allowed to do that by state
8 law. What we do is transfer the credits over to the high
9 school, and the high school actually awards the credit to
10 the school -- to the student. The junior college awards
11 credit to those students that go on to Tulsa Junior
12 College. So we give no credit whatsoever for our courses.

13 We are a multiple campus system. I think you
14 have been in Oklahoma City and that area. In Oklahoma
15 County, for example, you will find four different area vo-
16 tech school districts. We are one district, and we
17 operate four separate campuses along with some other
18 facilities related to business and industry training.

19 During the course of any year, we will serve
20 25,000 to 30,000 people. Now, on a regular day, we will
21 serve -- we have a capacity of about 2,800 students in our
22 regular programs. And we typically will serve anywhere
23 from 2,600 to 2,700 each year.

24 The rest of those students happen to be adult
25 students who are either going part time at night or

1 receiving training through industry training, customized,
2 specialized training. Most of those are incumbent
3 workers, people who are already employed.

4 We employ 371 full-time people in our school
5 district. At any one time, we will have anywhere from 150
6 to 200 part-time instructors working, either at night
7 school or industry training or other special projects.
8 Our total operating budget is somewhere in the
9 neighborhood of \$46.5 million. That is both general fund
10 and building fund.

11 About 10 million of that is actually capital
12 outlay money that we utilize to purchase equipment,
13 remodel buildings, construct new buildings, or whatever
14 the district's needs might be. So the general fund
15 operating budget is about \$36 million.

16 Thirteen percent of our full-time work force
17 are minorities. Fifty-five percent of our full-time work
18 force are female. We open our doors at 7:30 in the
19 morning, we typically close at 10:30 or 11:00 at night,
20 and that goes on five days a week. We operate classes a
21 half-day on Saturday. And very often, you will find
22 activities going on on Saturday evening or even on Sunday
23 at our school district.

24 When we talk about education and training, we
25 have just gone through a rather elaborate strategic

1 planning process. Our old vision and mission statements
2 were 54 words long. I couldn't repeat them to you. I can
3 tell you what they mean, but I couldn't give it to you
4 word for word. So we worked very hard on trying to come
5 up with at mission statement and a vision statement that
6 was both meaningful and memorable.

7 Our new mission statement is there in front of
8 you. And it is, simply, that: "We prepare people for
9 success in the work place, and we do that by providing
10 quality education, training and services."

11 Our vision statement is parallel to the State's
12 new vision statement, and that is that: "We are a model
13 of educational excellence; we are committed to quality; we
14 are responsive to change, and we are dedicated to
15 preparing people for success in the work place."

16 And I really, sincerely appreciate the
17 opportunity to share with you this afternoon, because it
18 gives us a chance not only to share some of our successes,
19 but some of our problems and some of our frustrations as
20 we deal in the area of civil rights.

21 As I think about success in the work place, I
22 think it can be compared to Maslow's old "Hierarchy of
23 Needs." I am sure you are familiar with that. But
24 basically, it starts with the very basic needs in life:
25 things like shelter and clothing and food and water. We

1 them that will provide them with a skill so they can earn
2 a living? Well, it is a difficult thing to do. I will be
3 the first to admit to you that is probably our greatest
4 challenge.

5 When you look at Tulsa Technology Center, the
6 overall ethnic ratio of minority to white enrollment
7 really hasn't changed from 1989 to 1994. We have tracked
8 it for those years. I have the data with me I can share
9 with you. The minority percentage fluctuates from 16 to
10 19 percent in our student enrollment. Our minority
11 percentage of employees is around 13 percent. Our -- so
12 those percentages really haven't changed a great deal.

13 We often ask ourselves, Is that good enough?
14 And I think the answer is, No. What can we do to
15 encourage more minority students to enroll? Well,
16 probably the answer is imbedded in the minds and the
17 imaginations of all of us.

18 The community has to play a major role in
19 helping to change the attitudes of parents and counselors
20 and teachers, the administrators. The entire community
21 must be involved.

22 Business and industry play a critical role.
23 And I think the greatest example of that is our
24 Craftsmanship 2000 program, the apprenticeship program
25 which is totally driven by business and industry. And we

1 have made great strides in that program, both in our --
2 the number of minorities that have been enrolled and the
3 attitude of the other students that enroll along with
4 them.

5 There are several ideas that we are pursuing.
6 We have just put in place a school-to-work transition
7 team. School-to-Work is the hot topic around the country
8 right now. We have employed three people on that team.
9 One is a female Caucasian. One is a female Native
10 American. The other is a male African-American.

11 We put that team together by design, and our
12 plan is to begin to move down into the middle schools.
13 Typically, vo-tech schools have not gone below the tenth
14 grade and done much work.

15 But we are recognizing here in Oklahoma that if
16 we don't get into the middle schools and begin to really
17 impact these kids' lives and help them chart a career
18 path, by the time they become a junior it is too late;
19 they have either dropped out or they are half-way through
20 a high school program that is supposedly leading to a
21 college degree.

22 And we know from the demographics that the
23 future jobs are not at the college-degree level; 60, 70,
24 80 percent, depending on who you read, will tell you that
25 the jobs of the future will require training beyond the

1 high school, but not a baccalaureate degree. It will
2 require one or two years beyond that.

3 We have a non-traditional counselor where we
4 try to encourage young men to go into typically female-
5 type occupations and females to go into the typically
6 male-type occupations. We have been fairly successful
7 with that program.

8 We have a very good relationship in a program,
9 the Martha Hudson Program, with pregnant teens, where we
10 work with them to get -- prepare them for a job, as well.
11 We have a dislocated worker program. We have a displaced
12 homemaker program.

13 All of those programs are in place. And
14 unfortunately, many of those impact the adult student more
15 than they do the high school student. So that was the
16 reason for our School-to-Work Program.

17 One of the things -- and we just had a meeting
18 on this today, as a matter of fact: we are trying to put
19 together a Picture the Possibilities Program for this
20 fall.

21 This was tried in Oklahoma City recently. And
22 the area vo-tech schools there got together, and they
23 asked the African-American community to pool together, the
24 ministers in particular. And they put them on a bus, and
25 they took them around and actually showed them what is

1 going on, took them into the classrooms, brought students
2 in who have enjoyed success, and shared with them what is
3 going on.

4 And that is something we are planning for this
5 fall: to begin to ask them in the community, ask our
6 people here in Tulsa to help us recruit the minority
7 student. There is work going on with the Hispanic
8 community right now to try to break down some of the
9 barriers that we have faced in the past, many of which we
10 have probably thrown up ourselves. But nevertheless, they
11 are barriers, and we have to find a way to overcome them.

12 I am someone who is always fond of quotes from
13 various people, and I found three that I wanted to share
14 with you because I often find wisdom in other people's
15 thoughts. And while I don't know who John Norley is, this
16 particular one hit me. It says, "All things are difficult
17 before they are easy." This is a difficult task: we
18 recognize that.

19 And then somewhere, someone along the way said,
20 "Destiny is not a matter of chance; it is a matter of
21 choice." So I think we as a community must make the
22 choice to make a difference.

23 And finally, Abraham Lincoln's words perhaps
24 sum it all up about maybe the attitude that we all ought
25 to take about this. And it is -- simply, he said that, "I

1 do the very best I know how, the very best I can; And I
2 mean to keep on doing it to the end. If the end brings me
3 out all right, what is said against me will not amount to
4 anything. If the end brings me out all wrong, ten angels
5 swearing I was right would make no difference."

6 And so we want to take those words and maybe
7 move forward. I have with me all kinds of data about both
8 staff and students as far as our enrollments, and I will
9 be happy to share those with you if they are of interest
10 to you. I would be happy to even leave a copy with you.
11 I did not include it in here, but I will be happy to leave
12 a copy, and you can put those in your packets if you would
13 like.

14 But I guess in closing my formal statement, I
15 would simply say to you that Tulsa Technology Center plays
16 a very key role in the economic development activities in
17 our community. Along with Tulsa Junior College and people
18 like the Urban League, the Private Industry Training
19 Council and other community groups, the Chamber of
20 Commerce, we feel like that we have a very key role to
21 play.

22 And while we have enjoyed success, we know that
23 there are challenges out there. And we are open to ideas
24 on how to solve them, and we welcome the help from the
25 community and anyone else that can give us guidance on

1 what we need to do to overcome some of these problems.
2 And so with that, I would be glad to hear your questions
3 and perhaps have a dialogue with you.

4 DR. MITCHELL: Any questions?

5 Go ahead first.

6 MS. FIST: Thank you, Doctor.

7 Yesterday, we were informed that one of the
8 most rapid growing populations in the state of Oklahoma is
9 the prison population. We found that the Metro Campus had
10 14 scope centers operating in prisons. In that area, has
11 Tulsa investigated the possibility of a similar program
12 for inmates?

13 DR. CALLAHAN: Phyllis, we as a school district
14 do not go into the inmate training centers or the prisons
15 or the jails and provide training. Vo-tech in Oklahoma
16 has quite a system getting underway to provide training in
17 the prisons. And that is operated through the Oklahoma
18 Department of Vocational-technical Education.

19 MS. FIST: Right.

20 DR. CALLAHAN: But here in Tulsa, we have not
21 taken that on as a task at this point.

22 DR. MITCHELL: Any reason why?

23 DR. CALLAHAN: Well, basically, it has been the
24 charge of the state department to do that. And if we do
25 that, we simply will take funds away from our high school

1 students and our adults that we presently have because
2 there are no new state dollars out there.

3 DR. MITCHELL: So nothing --

4 DR. CALLAHAN: We learned that within this
5 session.

6 DR. MITCHELL: You wouldn't do it on -- with --
7 as additional funds; you would only have to dip into --

8 DR. CALLAHAN: If there were additional funds
9 targeted for that, then there is a possibility that we
10 could do that. We have had some discussions with the
11 sheriff's office and with the police force about trying to
12 put something into the city jail, if nothing more than a
13 couple of stand-alone computer units that would help the
14 folks that are there to learn how to read and improve
15 their math skills.

16 There are some interactive integrated learning
17 systems that are very good for that, and they are totally
18 computer driven. And if someone is there that knows how
19 to turn it on and trouble-shoot if they get into trouble,
20 it is almost a stand-alone system. We have had some
21 discussion on that, but it has never been in the past part
22 of our mission to do that.

23 DR. MITCHELL: Okay. Well, do you see it as a
24 part of -- you say not a past part of the mission. Do you
25 see it as a new part of the mission, or have you thought

1 of it in that sense?

2 DR. CALLAHAN: Well, it -- I will say it has
3 not been in the past. Unless you know something --

4 DR. MITCHELL: I guess what I am trying to find
5 out is if -- it is not part of the mission of the past.
6 But it is a need that needs to be taken care of. And do
7 you normally take the initiative to create new missions,
8 or just try to follow the ones you have and do those well?

9 DR. CALLAHAN: No. We have created quite a
10 number of new missions over the past five years. Most of
11 them have been aimed at the business community in trying
12 to meet the needs of business and industry.

13 We are at somewhat of a disadvantage in Tulsa
14 County because we don't have the resources Oklahoma County
15 has, for example. They have -- they offer -- with their
16 four districts down there, they offer approximately 60
17 programs more than we do. They receive \$2 million a year
18 more in state funding than we do.

19 So it boils down to a matter of dollars and
20 cents, probably. And we have no way to go out and raise
21 new money. We are voting our maximum as far as our
22 millage locally. Eighty percent of our budget comes from
23 local dollars; it does not come from the state. Only 17
24 percent comes from the state.

25 We are certainly open to doing that if we could

1 somewhat to those concerns?

2 DR. CALLAHAN: While I don't know who the
3 individuals are that talked to you -- I glanced very
4 quickly at the agenda when I came in, but I haven't had a
5 chance to study it -- the names that I saw, I can tell you
6 that not a single one of those individuals, with the
7 exception of Ha Crik and Laverne Hill, have ever come to
8 talk to me personally.

9 I think Mr. Suggs talked to you this morning,
10 but I have not had a conversation with them and would
11 welcome a conversation with any of the individuals if they
12 would simply come and sit down. And let's talk.

13 I have heard the same thing said in the
14 community recently, as I have been involved with the
15 mayor's task force dealing with the enterprise community,
16 trying to come up with some federal funds to help some of
17 our poor areas. I have been in meetings where I have
18 heard that said, and I have always stood and said, If you
19 will come talk to me and tell me when you run into those
20 road blocks, I will do my best to do something about them.

21 If I don't know anything about them, it is very
22 difficult to solve them. Very often, I hear, "They said."
23 And when I ask, "Who is they," no one can ever tell me who
24 "they" is. And if they could give me a name or an office
25 or a campus, I think we can get to the bottom to some of

1 that. And if there is erroneous information going out, I
2 am the first that wants to know it.

3 MR. FAGIN: The name is Evelyn Stephens. The
4 organization is the Oklahoma Tribal Assistance Program.

5 DR. CALLAHAN: We --

6 MR. FAGIN: And she says they are totally shut
7 out; they had not been in the past, but they have been the
8 last several years through a change in policy.

9 DR. CALLAHAN: Okay.

10 MR. FAGIN: Or at least the last year, it may
11 have been.

12 DR. CALLAHAN: That -- I know what you are
13 talking about now. We have run several programs for OTAP
14 in the summer months under the previous superintendent.
15 We have a board policy that speaks to payment of fees, and
16 we ran into a problem with that organization because they
17 simply wanted to pay us for the time that the kids showed
18 up, and most of the time, the kids didn't show up.

19 And when we set aside a teacher and classroom
20 space and equipment and set that aside, we have got to
21 have a way to pay those people. And we did run into a
22 problem with that organization. And, you know, they did
23 not want to pay for the students, whether they came or
24 not. And that was a major problem that we had with them.
25 And they chose to go somewhere else. We did not turn them

1 down; they chose to go somewhere else.

2 MR. FAGIN: Where they have gone is to private
3 industry, they have said.

4 DR. CALLAHAN: I really don't know where they
5 went to.

6 MR. FAGIN: Private institutions which are not
7 as satisfactory. So either she is distorting the facts or
8 there is something not answered. She also said there was
9 never anything in writing; they have never received a
10 reason for not. And you are saying there is a very clear
11 reason?

12 DR. CALLAHAN: That is not true. Her assistant
13 did receive a letter from me. And in fact, most of my
14 conversations have been with her assistant. I think I
15 have had one telephone conversation with Ms. Stephens.
16 And the rest of it has been with her assistant. And I
17 have had both personal meetings with him, as well as put
18 in writing to him what our policy was. And so, you know,
19 I would welcome the chance --

20 DR. MITCHELL: Is it possible for you to supply
21 that to us, those responses?

22 DR. CALLAHAN: Yes, I will certainly see if I
23 can dig it out.

24 DR. MITCHELL: Because it would help.

25 MR. FAGIN: One other question on this. Do

1 you -- is there some other mechanism by which you do
2 recruit or have outreach or serve the American Indian
3 population?

4 DR. CALLAHAN: We go into --

5 MR. FAGIN: Do your statistics show an
6 enrollment of American Indians?

7 DR. CALLAHAN: Yes, it is. And it pretty much
8 mirrors what the population is. But that is still not
9 good enough, as far as I am concerned.

10 We recruit in every single high school in and
11 around Tulsa; we serve 14 public school districts. And
12 beginning in January, our counselors -- and we even employ
13 young college students who have graduated from one of our
14 programs -- they come to us, they graduate from high school,
15 and most of them are in college now. Well, we typically
16 employ eight to ten of those individuals who go out with
17 our counselors to recruit.

18 And we did that because we wanted that peer
19 level. We wanted young men and women who had just left
20 our program and who could speak to those high school
21 students. And that is how we have done our recruiting in
22 the past. We do billboards. We do newspaper advertising.

23 We have just finished quite an extensive
24 television ad campaign with Channel 6 here in town that is
25 tied to the Making it in America Campaign. We have a bus

1 that roams around town painted up with Tulsa Tech so
2 people can see who we are.

3 Yet it seems that regardless of what we do, we
4 still have problems with people knowing who we are and
5 what we offer. Generally, that is overcome if we can get
6 them in the building. The general population still things
7 that Vo-tech is building bird houses and metal work and
8 dirty jobs. And that is not true. That is simply not
9 true. We have over 100 programs that we offer.

10 And we don't build bird houses; we do very
11 sophisticated technical training that requires the reading
12 level of grade 14 or higher in many cases. And when the
13 kids come to us reading at the fourth- and fifth-grade
14 level and doing math at the fifth- and sixth-grade level,
15 they have difficulty with the programs.

16 So we have put in place learning labs, reading
17 labs, math labs, computer labs to provide remediation for
18 those students. And there is -- most of the students have
19 to go through that in order to be successful in the
20 careers for which we train.

21 We have almost 12,000 juniors and seniors in
22 the Tulsa metropolitan area. If we enroll nothing but
23 high school students, we could only serve less than 25
24 percent of them. As it is, we serve about 13 percent.
25 The rest of that -- our population are adult students who

1 have come back for training or have dropped out of college
2 somewhere along the way.

3 So the maximum that we could ever serve if we
4 just close the doors to adults is 25 percent. That is not
5 going to get at the percentage that is needed if 70
6 percent of the jobs out there require less than a
7 baccalaureate degree and training.

8 DR. MITCHELL: Yes?

9 MR. JENKINS: Would a felon who has served
10 their time or is on parole be welcome in your programs?

11 DR. CALLAHAN: Yes, they sure would be.

12 DR. MITCHELL: This morning --

13 Did you have a question?

14 MS. HELTON: Yes. I wanted to ask him a
15 question.

16 DR. MITCHELL: I am sorry. Go ahead. Please,
17 ask yours.

18 MS. HELTON: From the Hispanic point of view,
19 what in essence have you done to try to attract that
20 segment of the population that we have here in Tulsa in
21 the public school system, or as single head of households
22 or -- you know, that that you say is the adult population?

23 DR. CALLAHAN: Well, in addition to our normal
24 recruiting efforts that we make, there are efforts under
25 way even right now to meet with people in the Hispanic

1 community. The School-to-Work transition team -- I think
2 Tony is still here -- yes -- is working with our staff.
3 And we are making some efforts to go out into that
4 community and work.

5 MS. HELTON: You state that -- I believe it was
6 55 percent of your personnel is minority. Is that what
7 you said?

8 DR. CALLAHAN: No. Fifty-five percent was
9 female.

10 MS. HELTON: Female?

11 DR. CALLAHAN: Uh-huh. And --

12 MS. HELTON: Okay. How many Hispanics do you
13 have employed?

14 DR. CALLAHAN: Employed?

15 MS. HELTON: Uh-huh.

16 DR. CALLAHAN: Just a second, and I can --

17 MS. HELTON: And in what capacity? Are they
18 teachers, or are they support personnel, or are they
19 janitorial?

20 DR. CALLAHAN: Okay. Our Hispanic -- it is
21 fairly low. Just a second, and I can tell you. Hispanic,
22 it is less than one percent in the professional category,
23 one percent in the administrative support. And two
24 percent -- overall, our total Hispanic employees is one
25 percent.

1 MS. HELTON: Okay.

2 DR. CALLAHAN: In the community, our Hispanic
3 population is about two percent.

4 MS. HELTON: I am afraid it is more than that.
5 But of course, that is doesn't document --

6 DR. CALLAHAN: Well, this is the information we
7 have from the City of Tulsa, according to them.

8 MS. HELTON: Right. I know.

9 DR. CALLAHAN: If that is wrong, I really --

10 MR. FAGIN: This shows two percent.

11 MS. HELTON: Right.

12 DR. CALLAHAN: I would like to have some
13 updated information.

14 MS. HELTON: We have -- well, we have some that
15 are not registered that are not -- they won't show up on
16 your count.

17 DR. CALLAHAN: Okay.

18 MS. HELTON: So -- but really, I think this is
19 a very valuable tool. I have always been for Vo-tech.
20 But the possibility is there for your Hispanic population.

21 I realize that you need to probably start out
22 with English as a second language to have some sort of --
23 if you have got remedial reading for other people, then
24 maybe you can come up with something to help the Hispanics
25 that have a limited amount of English, at least increase

1 their vocabulary. If nothing else, go in for the
2 terminology that you are going to use in the particular
3 subject that they are going to study.

4 DR. CALLAHAN: We have the ability to provide
5 that help as our students are enrolled, either through the
6 learning labs or through consultants that we can bring in.
7 The same thing for the deaf, people with vision problems.
8 We have the ability to modify the equipment or to purchase
9 new equipment, and we have done that in the past.

10 MS. HELTON: The reason I feel that we should
11 implement more of that is because the Hispanic
12 traditionally has a very strong work ethic.

13 DR. CALLAHAN: Yes.

14 DR. MITCHELL: I know you have the ability to
15 do it. But do you have any plans to do it?

16 MS. HELTON: Yes.

17 DR. MITCHELL: I mean what are the plans?.

18 DR. CALLAHAN: Well, we -- I feel like that we
19 are making an effort to recruit more in the minority
20 community and, as I described, our School-to-Work
21 transition team, our counselors.

22 We welcome the applications from the minority
23 community. I have an opening right now for a CNC machine
24 tool instructor. We lost an instructor --

25 DR. MITCHELL: I guess I am particularly

1 talking about the Hispanic, the language --

2 DR. CALLAHAN: Oh, the language?

3 DR. MITCHELL: And Asian, also, in terms of
4 language problems for those who need to have --

5 DR. CALLAHAN: We have the ability to do it.
6 If we can get the students in, we can do some of that.
7 Keep in mind that the public schools, we work hand-in-
8 glove with them. And we would try to work with them to
9 make sure it happens in their normal, every-day school
10 work, as well.

11 DR. MITCHELL: Yesterday, we did receive a
12 document from the State Regents Office in terms of
13 cooperation between the -- Vo-tech's educational system,
14 higher education and -- what is the third group? The --
15 you got a copy yesterday.

16 Well, what is -- is there anything being done
17 here in Tulsa to foster more cooperation? Oh -- the
18 public school system and higher education and the Vo-tech
19 system.

20 DR. CALLAHAN: You -- if you -- you may have
21 heard a little bit about it from Flo when she talked to
22 you about Tulsa Junior College. I believe that it is true
23 that we have the only Two-plus-two-plus-two Program in the
24 state of Oklahoma right here, in aviation.

25 So that -- a high school spends two years with

1 us, two years with TJC, or one year after high school with
2 us, one year with TJC and two years with OSU, can come out
3 with a high school diploma, an A&P license to be a
4 mechanic, an associate degree and a four-year degree.

5 We are moving into other areas. We have
6 cooperative agreements in place with Tulsa Junior College.
7 Our next move is to go to Okmulgee Tech and develop those
8 same agreements so that people can make that transition
9 from the high school setting and the vo-tech setting to
10 the college setting.

11 And so that is the movement across Oklahoma
12 that is really encouraging. Ten years ago, that didn't
13 exist. In fact, five years ago, it didn't exist. And we
14 are seeing more and more cooperative efforts between
15 higher ed, common ed and vocational education in Oklahoma.

16 DR. MITCHELL: Okay.

17 Yes. Ms. Tarbel, then Mr. Hernandez.

18 MS. TARBEL: One of the barriers that faces so
19 many single parents today is child care so they can go
20 back into education.

21 DR. CALLAHAN: Yes.

22 MS. TARBEL: Do you have any child care on your
23 campuses?

24 DR. CALLAHAN: We have one child care program
25 at Peoria Campus, and it is open to both staff and the

1 public. And it is actually the laboratory for the child
2 care training program. We also --

3 MS. TARBEL: Do you plan more?

4 DR. CALLAHAN: Pardon me?

5 MS. TARBEL: Do you plan more child care on
6 your other campuses?

7 DR. CALLAHAN: We do not plan more at this time
8 simply because of resources. We do have a family-to-
9 family program where we are training people to keep
10 children in their homes so that they can be entrepreneurs
11 and open up their own businesses in their homes.

12 We also operate through the Department of Human
13 Services an after school child care program at Eugene
14 Field Elementary School, and our school actually runs
15 that. We provide one staff member to help run that for
16 after school child care in a very, very poor school here
17 in Tulsa.

18 MS. TARBEL: Well, what I was talking about was
19 the people that need to come to class.

20 DR. CALLAHAN: Actual child care?

21 MS. TARBEL: Yes -- and have children. That is
22 a big barrier for them.

23 DR. CALLAHAN: Yes, it is. I realize that.
24 And -- but we have no plans at this time to enlarge our
25 child care program.

1 MS. TARBEL: Thank you.

2 DR. CALLAHAN: And it is a matter of simply,
3 Where do you put your funds?

4 MS. TARBEL: Uh-huh.

5 DR. CALLAHAN: That is really what it boils
6 down to.

7 DR. MITCHELL: Mr. Hernandez?

8 MR. HERNANDEZ: Just a comment and a question.
9 I think that Ms. Helton was moving towards the idea of how
10 many Hispanics were employed. And then I think when -- in
11 your presentation, you talked about, I believe, your
12 team -- minority task force team that is moving into the
13 middle schools. And you had three of them.

14 DR. CALLAHAN: We had three.

15 MR. HERNANDEZ: Maybe you might need a fourth
16 one, and that might be Hispanic, because I didn't see a --

17 DR. CALLAHAN: Maybe you can come and help me
18 convince my board that we need to enlarge the staff.
19 Every time we add a staff person, it is a real battle.

20 MR. HERNANDEZ: Okay, well, on that part.
21 But my question has to do with following up on a comment
22 that Ms. Tarbel made in terms of, Would you accept a felon
23 in your program?

24 DR. CALLAHAN: Yes.

25 MR. HERNANDEZ: And earlier, Mr. Suggs talked

1 DR. CALLAHAN: About two weeks ago, I met with
2 Mr. Suggs and with Ms. Hill from the Urban League. We
3 toured the Youth Ranch. I believe that is -- he is the
4 gentleman that runs the Youth Ranch.

5 MR. HERNANDEZ: Yes.

6 DR. CALLAHAN: We toured the ranch. We made
7 some offers to him, not only to have our classes come out
8 and help him with some of the problems he faces, but as we
9 do that, to involve some of the kids that are at the youth
10 ranch in maybe helping them to get involved in carpentry
11 projects or other building projects.

12 We talked about some other avenues where we can
13 work cooperatively together. So we have had that initial
14 meeting with him and the Urban League. We do have a
15 program with the Urban League trying to target the young
16 men and women from that community.

17 If you will look at our statistics, you will
18 find that the Peoria Campus, which is in north Tulsa, does
19 have the highest percentage of enrollment in adult -- in
20 minority students. I think it is about 22 percent, which
21 is eight or nine percent above the average.

22 MS. TARBEL: That is all? I am surprised its
23 not higher.

24 DR. CALLAHAN: It is -- but it --

25 MS. TARBEL: That is that brand-new campus,

1 fairly new.

2 DR. CALLAHAN: Until the general public -- and
3 I am going to include in that the high school counselors
4 and the high school principals -- quit telling kids that
5 if you want to have a good career, you have got to go to
6 college, we are simply not going to get those kids.

7 MS. TARBEL: Okay.

8 DR. CALLAHAN: Two years from now, when the
9 regents increased the requirements to 17 units for
10 entrance to college, we are scared to death on the impact
11 it is going to have on our enrollment because we are
12 afraid that kids are going to stay and take that college
13 track and not come to the Vo-tech school.

14 It takes a half-day of their time when they
15 come to us. And we are an elective; we are not a required
16 subject. So it is a frightening thing that is happening
17 as they increase their requirements for college and kids
18 are forced into that track thinking that that is where
19 they have to go to get a good job.

20 When we can show them that as a carpenter, as a
21 cabinet maker, as a machinist, they can easily make \$8 to
22 \$10 an hour starting wage, that is more than a teacher
23 makes when they start in Oklahoma.

24 And so until we have a change in attitude that
25 there is dignity and that there is worth in being a

1 plumber or a technician or a machinist or a welder or a
2 nurse or whatever it might be, we are going to continue to
3 face those problems in getting young people to take that
4 chance and come to the vo-tech school to learn a skill so
5 that they can go on to work or go on to college.

6 It is a real dilemma. And it is not an easy
7 one to overcome.

8 DR. MITCHELL: Thank you, very much.

9 DR. CALLAHAN: You are welcome. I will leave a
10 copy of this data with -- here.

11 DR. MITCHELL: Please do, yes.

12 This will be open -- we will have 30 days to
13 get any information that we didn't get today or things you
14 might think that you want to give to us later.

15 DR. CALLAHAN: Okay. All right.

16 DR. MITCHELL: But we would definitely
17 appreciate any letters you might have in terms of the --

18 DR. CALLAHAN: Let me go back and see what I
19 can find, particularly on the OTAP situation. That one
20 is --

21 DR. MITCHELL: Right. On the OTAP system, yes.
22 We would appreciate any letters you might have on that.

23 Okay. Well, I guess Dr. Scales is not here
24 yet. He is probably out of town, as you said before.

25 MS. TARBEL: It is very possible.

1 DR. MITCHELL: And can we take a five-minute
2 break?

3 (Whereupon, a short recess was taken.)

4 DR. MITCHELL: We are ready to call the meeting
5 back to order.

6 And the last person for the afternoon session
7 is Mr. Ricardo Ponce de Leon.

8 MS. TARBEL: We had lunch with him. We don't
9 have to listen to him.

10 DR. MITCHELL: And from -- the Administrator of
11 the City of Tulsa, Urban Development Department of
12 Employment and Training Division.

13 Thank you for coming. We appreciate your
14 presence.

15 MR. PONCE de LEON: Thank you, Earl.

16 Good afternoon. Initially -- my name is
17 Richard Ponce de Leon. I am the Clients Services
18 Administrator for the City of Tulsa.

19 Initially, I did not have a written statement
20 because I wanted to come in this morning and see what the
21 hearing was going to be all about. So I sat back there
22 and took a lot of notes. I will try to respond to some of
23 the comments that were made this morning, then I will try
24 to guide you through this hand-out that I have that has
25 some basic information about our program.

1 I am here today representing the Private
2 Industry Training Council, commonly known as PITC. I am
3 also representing the City of Tulsa because I happen to be
4 a city employee.

5 We serve three counties: Tulsa, Creek and
6 Osage. We market ourselves not only as a JTPA
7 organization, but as PITC. So some of the comments that
8 were made this morning about not knowing about job
9 training programs are legitimate because normally, anybody
10 knows about PITC, and not JTPA.

11 The paper work is awesome. There are a lot of
12 federal requirements that we have to meet. We have to
13 test the individual's reading and math levels. We have to
14 ask for a birth certificate. We have to ask for --
15 hundreds of questions before we enroll an individual into
16 the program. We hate paper work as much as everybody
17 else, and we do what is necessary.

18 Our programs are competitive. We have a
19 procurement system that -- we go every year, and we
20 advertise in the local newspapers and through the media in
21 telling the public what services we are asking for and
22 what services we are willing to procure and buy.

23 We have 47 service providers, from Tulsa
24 Technology Center to the Tulsa Urban League. To -- past
25 service providers include the Goodwill Industries, the

1 of the targeted population. You also have our board -- we
2 have a board of 22 members -- and the organizations that
3 they represent, our budgets and the kind of money that we
4 received and which program they are allocated for.

5 In this packet here, if you open it to the
6 middle, it has some of the statistics that you will be
7 interested in.

8 MS. HELTON: Do you have another one of these
9 packets?

10 MR. PONCE de LEON: Yes.

11 MS. HELTON: Mr. Bettis just came in.

12 MR. BETTIS: I apologize for coming in late. I
13 was detained.

14 MR. PONCE de LEON: And you also there have a
15 copy of our organizational chart, the different units that
16 we have, and the minority population and the target
17 groups.

18 I am not one to like to speak to big groups and
19 run my mouth. So at this point, I will open this up for
20 questions.

21 MS. HELTON: Well, once again --

22 DR. MITCHELL: Go ahead.

23 MS. HELTON: I am going to ask again. I saw
24 the color code on this. And for everyone's information, I
25 happen to know that Mr. Ponce de Leon is the only Hispanic

1 that we have at managerial/administrative level for the
2 City of Tulsa. Would you believe for some reason they
3 haven't been able to find any others?

4 And as luck would have it, I noticed his group
5 of employees, also, he is the only Hispanic. Why?

6 MR. PONCE de LEON: Civil service is tough to
7 penetrate.

8 MS. HELTON: Tell me about it.

9 MR. PONCE de LEON: You have to apply, compete
10 with hundreds of people. And then you need some help from
11 the inside, as well. We did have two other Hispanic
12 individuals in our department previously, but they both
13 got promoted and went elsewhere because there is not
14 enough awards for the city government.

15 MS. HELTON: Yes. I have been dealing with the
16 personnel department with the City of Tulsa, and I am
17 trying to get some changes made there. I am trying to
18 have them prove to me how they can stay within the legal
19 system and do what they are doing on some of the Hispanics
20 that apply.

21 MR. PONCE de LEON: There is approximately 300
22 managers and above. For the city work force of 4,000,
23 there is three of us who are Hispanics. There is one in
24 the Water Department, and we just hired one in our own
25 department just recently.

1 MS. HELTON: Do you have many Hispanic
2 applicants for the summer jobs and for the jobs that you
3 have?

4 MR. PONCE de LEON: Yes.

5 MS. HELTON: Do they get qualified?

6 MR. PONCE de LEON: Yes.

7 MS. HELTON: Do they go ahead and finish their
8 job or the course that you put them through?

9 MR. PONCE de LEON: For the most part, yes. We
10 target -- we work with ORO and the Intercultural Center
11 and those organizations to recruit the Hispanic population
12 for us.

13 MS. HELTON: Once they complete the studies
14 that they are doing, have you been able to track whether
15 they stay on the job? Or do they --

16 MR. PONCE de LEON: One of our performance
17 standards is ensuring that the clients are tracked 13
18 weeks after they complete the program and they are still
19 employed. And if you notice in those statistics, we are
20 above the performance standards designated for that area.
21 I think the standard is 62 percent, and we are 69 percent.
22 And that is 13 weeks after we have completed the program
23 and we have put them on the job.

24 Part of the JTPA Amendments will require us to
25 track them six months. And we will be moving into that

1 prior to 1995. So that is a requirement.

2 MS. HELTON: Good.

3 DR. MALETZ: I have seen some of the city's
4 affirmative action programs in the past. I haven't been
5 working with them quite as close recently as I used to.

6 But the affirmative action plans in place now,
7 the goals and what you are shooting for, as well as what
8 you have here, your outreach programs or whatever you may
9 call them, how are they working now? Are they better than
10 last year? Just update us, please.

11 MR. PONCE de LEON: I can tell you that in --
12 our department is probably the only department or one of
13 the few departments of city government who meets all the
14 affirmative action goals. And we work on that on a daily
15 basis. Partly because we have good supervision. Partly
16 because people such as myself or Aurora keep us in line in
17 making sure that we meet those numbers.

18 DR. MALETZ: May be you are the wrong person to
19 be here today; maybe we should be talking to some of the
20 other officials in city hall.

21 MR. PONCE de LEON: Well, when Mr. --

22 DR. MALETZ: I am joking. Don't take me wrong
23 on that.

24 MS. HELTON: We need to do that, too. Believe
25 me.

1 DR. MALETZ: But there needs to be the onus put
2 on the right person or persons who can do something about
3 it.

4 MR. PONCE de LEON: Well, since you were
5 talking about JTPA programs and that is my area, I felt
6 that I was the best person to come and address the group.

7 DR. MITCHELL: That is what we need to hear.
8 What about -- tell me about American Indians in your
9 program.

10 MR. PONCE de LEON: We serve very few American
11 Indians because JTPA has their own American Indian
12 programs.

13 DR. MITCHELL: Which brings me to the question:
14 Since they have they very specialty, Tribal Assistance
15 Program, does that mean that you can't serve American
16 Indians? Or that you -- because they have a --

17 MR. PONCE de LEON: Well, no --

18 DR. MITCHELL: Because that is a very special
19 program they have.

20 MR. PONCE de LEON: The opposite is the issue.
21 We try to combine some of their dollars and ours and have
22 a client concur enrollment so they don't have to spend all
23 of their money and neither do we. And that is really
24 unique.

25 DR. MITCHELL: You are doing that?

1 MR. PONCE de LEON: Oh, yes.

2 DR. MITCHELL: Yes, Mr. Hernandez?

3 MR. HERNANDEZ: Mr. Ponce de Leon, you
4 mentioned the amendment changes of 1992. Could you tell
5 us how that -- and you said it was a transition year,
6 could you tell us how that is going to affect the
7 participation of the protected classes? And could you
8 explain in the layman's language this -- what they call
9 the 65-percent barrier?

10 MR. PONCE de LEON: We are -- the amendments
11 are very interesting because we are learning ourselves how
12 to implement them. But the bottom line is that not
13 everyone can benefit from the services that we have to
14 provide. And if an individual comes to us with multiple
15 barriers to employment and we don't feel that that
16 individual can succeed in our program, we cannot enroll
17 him; we would have to refer him to the appropriate agency
18 to do that.

19 And example would be an alcoholic. In the
20 past, we have taken some chances with individuals who have
21 substance-abuse problems. With the amendments, we will
22 have to refer that individual to the appropriate agency.
23 We have linkages agreements with about 43 organizations to
24 take care of some of our referrals for us. And that is
25 just one example.

1 MR. HERNANDEZ: Okay. Where does -- what is
2 that 65 percent? What does that mean in terms of --

3 MR. PONCE de LEON: Sixty-five percent have to
4 have one or -- two or more barriers to employment. A
5 teen-aged pregnant female -- that is a barrier -- who is
6 economically disadvantaged, who happens to have a below
7 seventh-grade reading level, who happens to have no work
8 history. That individual qualifies for our program. And
9 we have to make sure that they have those multiple
10 barriers.

11 DR. MITCHELL: At least two?

12 MR. PONCE de LEON: At least two.

13 DR. MALETZ: So 65 percent of the people have
14 to have multiple barriers? Is that --

15 MR. PONCE de LEON: Yes.

16 DR. MALETZ: Is that how that number works?

17 MR. PONCE de LEON: Yes.

18 DR. MALETZ: Okay.

19 MR. PONCE de LEON: And we presently add about
20 68 this year. And like I said, it is a transition year.
21 We will sit down on June 30 and see how our numbers run
22 and see how we will plan for next year, how to improve on
23 those numbers.

24 As I indicated earlier, our program is
25 performance driven with performance standards. And we

1 started those on the quarterly basis and a regular basis
2 so we can meet our performance standards.

3 MR. FAGIN: What do you mean by "performance
4 standards?" You mean those who successfully complete the
5 program and go on to something?

6 MR. PONCE de LEON: Yes. Those enrolled in the
7 program. Because we could have someone who may have on-
8 the-job training but didn't stay on the job 13 weeks.
9 Well, that is a negative mark for us, and we have to can
10 that individual.

11 MR. FAGIN: Does that mean that -- and it is a
12 concern that I have, at least with many programs, is that
13 many of the most disadvantaged are not accepted because
14 they are most unlikely to meet the goals -- or maybe I am
15 misunderstanding -- to complete the program?

16 MR. PONCE de LEON: No. If you looked at --

17 MR. FAGIN: It is not performance driven in
18 that sense?

19 MR. PONCE de LEON: If you looked at the
20 statistics that are provided for you in here, the majority
21 of our people are disadvantaged. They are disadvantaged.
22 There might be some who we would not be able to take a
23 chance on, and we would not take them in the program.

24 MR. FAGIN: Oh, I understand. So that this --
25 the -- I guess my concern is that the requirement itself

1 can impact the program somewhat negatively, in my opinion,
2 by --

3 MR. PONCE de LEON: Yes.

4 MR. FAGIN: -- by causing you not to take a
5 chance on others, some whom you might otherwise.

6 MR. PONCE de LEON: Yes.

7 MR. FAGIN: Is that right?

8 MR. PONCE de LEON: Yes. And that is written
9 in federal law.

10 DR. MITCHELL: Yes?

11 MR. PONCE de LEON: You are correct.

12 DR. MITCHELL: Yes, Mr. Bettis?

13 MR. BETTIS: It jumps out at me here: Clyde
14 Cole, Metropolitan Tulsa Chamber of Commerce, the head of
15 that and has been for a long time, is a very capable
16 person.

17 Have you ever had any sort of suggestion or
18 asked for a meeting with any of your groups to meet with
19 some of these leaders like that? Because where I work, we
20 are very cognizant of the five-year tax breaks that are
21 being given to new, incoming business, industry,
22 manufacturing of all kinds. Why couldn't it be -- put a
23 little clause in there that they have to hire some mix of
24 minorities in the proper ratios, as long as they are
25 qualified?

1 MR. PONCE de LEON: We meet with Clyde just
2 about every other month. And our board meets with him.
3 And we try to see what the industry needs are and who has
4 to -- the openings, and refer our people there, which is
5 one of the reasons why our placement rate is so well.

6 We don't have a problem with that. It is
7 because we stay in contact with the private sector to be
8 able to fill those jobs. Sometimes, we can't fill them.
9 But for the most part, we can.

10 MR. BETTIS: But is there some written
11 agreement of any kind that this will at least be
12 considered on new businesses coming in on one of these
13 like the tax increment finance zones?

14 MR. PONCE de LEON: Oh, yes. Well --

15 MR. BETTIS: There are two now.

16 MR. PONCE de LEON: There is a written
17 agreement with the chamber of commerce that if a company
18 moves into town and they want to hire local people, we are
19 the first agency they are to contact.

20 MR. BETTIS: What if they don't? We are
21 taxpayers here and give them a free ride for five years.
22 What if they don't hire any local people?

23 MR. PONCE de LEON: There are penalties. We
24 would not do business with them any more. And we do that
25 every year. We evaluate who we have done business with.

1 And those who haven't been successful, we will not do that
2 the following year.

3 MR. BETTIS: Well, now, please don't think this
4 is an argument. I am trying to learn.

5 MR. PONCE de LEON: Sure. That is okay.

6 MR. BETTIS: But to give them a five-year free
7 ride doesn't seem like to me that it is tying the knot
8 very tight.

9 MR. PONCE de LEON: Sometimes, you don't.
10 Sometimes, you don't get your money's worth. And, you
11 know, I would be less than honest if I told you that that
12 was not the case. But we make efforts to make sure that
13 the companies that are coming to town hire the people that
14 they committed to.

15 DR. MITCHELL: Mr. Hernandez?

16 MR. HERNANDEZ: Yes.

17 I have two questions. The first one -- I am
18 trying to get at -- I see your Hispanic participation of
19 two percent. I don't know how that relates to the
20 population. But the word that we heard today was
21 "outreach." I don't know how you sell your program. I
22 think it sells itself sometimes, but it has been around a
23 long time.

24 But are Hispanics acquainted with the
25 opportunities involving job training? And --

1 MR. PONCE de LEON: We try to do that through
2 the Tulsa International Alliance. In the past, we have
3 had two contracts that we tried to target that particular
4 group through the Intercultural Center. And that contract
5 didn't work out because of our paper work requirements.

6 Then the following year, we tried with ORO --
7 that is Oklahoma Rural Opportunities. And that contract
8 didn't work out. So right now, we are trying to do
9 outreach through the Tulsa International Alliance and see
10 how that works out. We are not giving up.

11 MR. HERNANDEZ: Okay. I think I caught bits
12 and pieces of that earlier. We knew that. It is the same
13 question all over again.

14 Now, what kind of relationship do you have
15 with -- working relationship do you have with the Tulsa
16 Technology Center in terms of how -- do you buy training
17 from them?

18 MR. PONCE de LEON: We have 43 services --
19 service providers that we buy training from. And Tulsa
20 Technology Center is one of them. Also, Dr. Gene Callahan
21 is a member of our board. So he makes sure that we keep
22 up to speed in terms of the training that we need and
23 where the openings are.

24 Tulsa Junior College is another service
25 provider. The Tulsa Urban League is another service

1 provider, the Margaret Hudson Program. We have 43 of
2 those.

3 DR. MITCHELL: How many offenders are you -- do
4 you have in your program?

5 MR. PONCE de LEON: Oh, I can't --

6 DR. MITCHELL: Or do you have any outreach in
7 that direction? How much outreach?

8 MR. PONCE de LEON: One of the things that the
9 probation officer tells them is that when they get
10 released, they had better come see us first. And shortly
11 after, there is a phone call, Is so-and-so there? There
12 is a good -- we have a good working relationship. We have
13 some success. We have had some that have not been so
14 successful.

15 DR. MITCHELL: Do you know why in terms of the
16 ones that are not successful, and what the problems are?

17 MR. PONCE de LEON: They --

18 DR. MITCHELL: And the ones who are successful,
19 where are the advantages?

20 MR. PONCE de LEON: It has to do with the
21 probation officer following up and working with our
22 counselors, nurturing this individual, keeping them out of
23 trouble, making sure they complete and make the
24 commitments.

25 The ones who have not been so successful, it is

1 that they have returned to crime. And they have been sent
2 back to prison or jail.

3 DR. MITCHELL: Other questions?

4 (Pause.)

5 DR. MITCHELL: Well, you have 30 days if there
6 is anything that you think we need to have or that may
7 come up later that you may think about. You may submit
8 that within -- before July 2.

9 MR. PONCE de LEON: Okay.

10 DR. MITCHELL: So we appreciate your testimony
11 and your patience in spending the day with us.

12 MR. PONCE de LEON: Thank you for the
13 opportunity. Thank you.

14 DR. MITCHELL: Okay.

15 MS. HELTON: Thank you.

16 DR. MITCHELL: Well, I think now we can move
17 into the open session.

18 Are there any people, Mr. Hernandez, who want
19 to come before us today?

20 MR. HERNANDEZ: Nobody has signed up.

21 DR. MITCHELL: No one has signed up?

22 MR. HERNANDEZ: So --

23 DR. MITCHELL: Which means we all get to go
24 home early.

25 MR. BETTIS: Well, while I didn't sign up, I

1 did ask earlier if I could present for the record and put
2 on the record officially -- I had three different
3 people -- one had surgery the day before yesterday,
4 critical, can't be here. Two other people from two other
5 Indian tribes asked me to bring information to the meeting
6 and present it. If I might put it into the record?

7 DR. MITCHELL: Please do.

8 MR. BETTIS: I have got Exhibit Number 1, or
9 however it might be properly designated.

10 DR. MITCHELL: Well, I think what I would like
11 for you to do would be to take the table and make a formal
12 presentation; just give us a summary of what it is.

13 MR. BETTIS: That is going to be difficult.

14 MS. TARBEL: Earl, isn't there an easier way
15 for all of us?

16 DR. MITCHELL: We have got time.

17 I would like for the record for him to sit
18 down.

19 And give your name and who you are and what you
20 are presenting.

21 MR. BETTIS: That is my name right there.

22 DR. MITCHELL: For the court reporter.

23 MR. BETTIS: I am Mack Bettis, member of the
24 Oklahoma Board. I am from Tulsa. Some of the things
25 that -- I have been called on and asked because some of

1 these people are afraid of what might happen to them or
2 their families if they themselves came here. You know, I
3 would like to say it couldn't happen. But we know it does
4 happen: that sometimes, problems come up in their lives
5 if they open their mouths too loud.

6 So that being true, my whole concept here is
7 that I believe honestly that more progress can be made in
8 light than out of darkness. If we are all aware --

9 DR. MITCHELL: The first question I would ask
10 you: Are these anonymous -- documents from anonymous
11 people?

12 MR. BETTIS: I can give you names. Some, I
13 can't give you because they are in positions that -- I was
14 given in confidence. And I can back it up --

15 DR. MITCHELL: Because we have to be careful
16 about anonymous information.

17 MR. HERNANDEZ: I will tell you what. Maybe
18 the better way to do it is just to submit it --

19 DR. MITCHELL: Yes. Right.

20 MR. HERNANDEZ: -- to staff for the record.

21 DR. MITCHELL: For the record?

22 MR. HERNANDEZ: Yes.

23 DR. MITCHELL: Yes.

24 MR. BETTIS: Okay. That is fine. That was all
25 I was asking before.

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1 DR. MITCHELL: Because I -- yes. I thought
2 maybe it was just going to be that some people couldn't be
3 here.

4 MR. BETTIS: No. I --

5 DR. MITCHELL: Okay.

6 MR. BETTIS: I will be happy to furnish you
7 copies. And --

8 DR. MITCHELL: That would be the best way, yes.

9 MR. BETTIS: I am not avoiding anything at all.

10 DR. MITCHELL: Any other information?

11 (Pause.)

12 DR. MITCHELL: Then I think we have had a very
13 interesting two days.

14 MS. HELTON: I think we have, too.

15 DR. MITCHELL: I think we have learned an awful
16 lot. And the plans for the staff, at least when I talked
17 to Mr. Jenkins, is that we can -- the transcript will be
18 sent to us and all the people who testified so they can be
19 sure that -- there can be verification of what was
20 mentioned. And that should be within a couple of weeks or
21 so.

22 And we hope to have the report written sometime
23 in September, in which, at the time when it is released,
24 we will have a press conference. And how we will have the
25 press conference release of it is to be determined later.

1 It may be a cable TV set-up, which we could
2 have done for this group. I just found out today we could
3 have had a cable set-up. And it would have been well to
4 have it on Channel 18, and too bad we didn't think about
5 this before hand. But we know what to do next time.

6 And so I want to say I thank you for your
7 patience and all the work you have put in for this fact-
8 finding forum.

9 And I thank Mr. Hernandez for the diligent work
10 he has done in coming to Oklahoma, and not knowing very
11 many people, and getting people for this committee that
12 was difficult to do. And so I think I would give him a
13 round of applause.

14 (Applause.)

15 DR. MITCHELL: Because he is the one who is
16 going to work on this from now until September to get it
17 ready.

18 So thank you, very much. And I declare this
19 session over.

20 And thank you, court reporter.

21 (Whereupon, at 3:30 p.m., this hearing was
22 concluded.)

C E R T I F I C A T E

1
2
3 HEARING: Oklahoma Advisory Committee to the US
4 Commission on Civil Rights

5 LOCATION: Tulsa, Oklahoma

6 DATE: June 2, 1994

7 I do hereby certify that the foregoing pages,
8 numbers 334 through 550, inclusive, are the true, accurate,
9 and complete transcript prepared from the verbal recording
10 made by electronic recording by Sue J. Brindley.

Connie Hagan 06/13/94
(Transcriber) (Date)

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