

# TRANSCRIPT OF PROCEEDINGS

U.S. COMMISSION ON CIVIL RIGHTS

MEETING OF THE  
IOWA ADVISORY COMMITTEE

Pages 163 thru 283

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U.S. COMMISSION ON CIVIL RIGHTS

Waterloo, Iowa  
December 21, 1999

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MEETING OF THE  
IOWA ADVISORY COMMITTEE  
TO THE  
U.S. COMMISSION ON CIVIL RIGHTS

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The above-entitled matter came on for hearing  
at the Starlite Village Hotel, Waterloo, Iowa, on  
Tuesday, December 21, 1999, 8:3 a.m.

BEFORE: Iowa Advisory Committee  
Gail Weitz, Chairperson  
Ann Friauf  
Dinh VanLo

COPY

Office of the Civil Rights Commission  
Melvin Jenkins, Regional Director  
Ascension Hernandez, Civil Rights Analyst

JILL M. ELLINGSON - CERTIFIED SHORTHAND REPORTER

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

1  
2 CHAIRPERSON WEITZ: Good morning. The  
3 meeting of the Iowa Advisory Committee to the U.S.  
4 Commission on Civil Rights shall come to order. For  
5 the benefit of those in the audience, I'll introduce  
6 myself and my colleagues. My name is Gail Weitz.  
7 I'm from Lone Tree, Iowa, and I'm here taking the  
8 place of Dr. Lenola Allen-Sommerville, who is the  
9 chair. I'll be acting chair today. She was unable  
10 to attend these sessions.

11 The other committee members are Ann Friauf  
12 to my right from Cedar Rapids and Mr. Dinh VanLo  
13 from Des Moines. I'd like to introduce the staff  
14 from the Commission's regional office from Kansas  
15 City, Mr. Melvin Jenkins to my left and Ascension  
16 Hernandez, civil rights analyst, and Joanne Daniels  
17 is not here. She's the lady that's sitting at the  
18 back table. She's an administrative assistant.

19 The U.S. Commission on Civil Rights is an  
20 independent, bipartisan agency first established by  
21 Congress in 1957 and reestablished in 1983. It is  
22 directed to investigate complaints alleging that  
23 citizens are being deprived of their right to vote  
24 by reason of their race, color, religion, sex, age,  
25 disability, or national origin or by reason of

1 fraudulent practices; to study and collect  
2 information related to discrimination or denial of  
3 equal protection of the laws under the Constitution  
4 because of race, color, religion, sex, age,  
5 disability, or national origin or in the  
6 administration of justice; to appraise federal laws  
7 and policies with respect to discrimination or  
8 denial of equal protection of the laws because of  
9 race, color, religion, sex, age, disability, or  
10 national origin or in the administration of justice;  
11 to serve as a national clearinghouse for information  
12 in respect to discrimination or denial of equal  
13 protection of the laws because of race, color,  
14 religion, sex, age, disability, or national origin;  
15 and to submit reports, findings, and recommendations  
16 to the President and Congress.

17           The Commission has 51 advisory committees,  
18 one in each state and the District of Columbia.  
19 Each is composed of citizens familiar with local and  
20 State civil rights issues. The members serve  
21 without compensation and assist the Commission with  
22 its fact finding, investigating, and information  
23 dissemination functions.

24           The Iowa Advisory Committee to the U.S.  
25 Commission on Civil Rights is here to conduct a

1 community forum and to receive information on the  
2 status of race relations in Waterloo, Iowa. In  
3 addition, the committee will receive information on  
4 how and where to file discrimination complaints from  
5 federal officials.

6 At the outset I want to remind everyone  
7 present of the ground rules. This is a public  
8 meeting open to the media and the general public,  
9 but we have a very full schedule of persons who will  
10 be providing information with the limited time we  
11 have available. The time allotted for each  
12 presentation must be strictly adhered to.

13 This will include a presentation by each  
14 participant, followed by questions from committee  
15 members. To accommodate persons who have not been  
16 invited but who want to make a statement, we have  
17 scheduled an opening session this evening shortly  
18 after the last invited speaker and--well, that's  
19 this morning. I'm sorry.

20 Anyone wishing to make a statement after  
21 this morning's session should contact Mr. Ascension  
22 Hernandez for scheduling. Written statements may be  
23 submitted to committee members and staff here today  
24 or by mail to the U.S. Commission on Civil Rights,  
25 400 State Avenue, Suite 908, Kansas City, Kansas

1 66101.

2           Though most of the statements made today  
3 may be related to general race relations, we want to  
4 ensure that all invited participants and that any  
5 who sign up for the open session do not defame or  
6 degrade any person or organization. In order to  
7 ensure that all aspects of the issues are  
8 represented, knowledgeable persons with a wide  
9 variety of experience and viewpoints have been  
10 invited to share information with us.

11           Any person or any organization that feels  
12 defamed or degraded by the statements made in these  
13 proceedings should contact our staff during the  
14 meeting so we can provide a chance for public  
15 response. Alternately, such persons or  
16 organizations can file written statements for  
17 inclusion in the proceedings, and I urge all persons  
18 making presentations to be judicious in their  
19 statements.

20           The advisory committee appreciates the  
21 willingness of all participants to share their views  
22 and experiences with the committee. The director of  
23 the central regional office to the U.S. Commission  
24 on Civil Rights, Mr. Melvin Jenkins, will now share  
25 some additional opening remarks with you.

1           MR. JENKINS: Thank you. First of all,  
2 good morning, and we are very happy to be in  
3 Waterloo to take an assessment on the status of  
4 civil rights in this community. So often when we  
5 visit various communities, we are told that there  
6 are problems on top of problems on top of problems  
7 concerning civil rights issues.

8           One of the things I hope that we can obtain  
9 this morning is some of the good things that are  
10 happening in Waterloo concerning race relations.  
11 This whole area of race relations has been somewhat  
12 of a major topic for the last four years when the  
13 President issued a challenge to this country to  
14 begin a healthy dialogue on race relations. One of  
15 the things that we wanted to find out in Waterloo,  
16 whether or not there is a dialogue and what steps  
17 are being taken beyond the dialogue stage to  
18 implement effective race relation measures.

19           Again so often when we visit with  
20 communities, particularly in the southern states, we  
21 find that there is a like of a Human Relations  
22 Commission or an agency to handle complaints about  
23 discrimination. When you look in terms of Iowa, you  
24 find that Iowa has been one of the leaders, the  
25 State of Iowa, in providing a State agency to handle



1 complaints.

2           We were told last evening that the Waterloo  
3 Human Relations Committee has now taken active steps  
4 to implement a fair housing ordinance that will  
5 mirror the federal government's fair housing  
6 ordinance or statute so that this agency in Waterloo  
7 will be able to receive federal funds to provide  
8 fair housing information and to take complaints  
9 about housing discrimination.

10           We're also encouraging the local commission  
11 to move forward in terms of employment  
12 discrimination in terms of widening the study  
13 circles on race relations in Waterloo. We are  
14 hopeful that the elected officials and appointed  
15 officials will take race relations as a serious  
16 measure of one's community to be able to grow in  
17 terms of economic development.

18           We hope that race relations will be able to  
19 move forward in the next century so that all persons  
20 will be viewed as a person and not a person of color  
21 or stigmatized by a person's racial characteristics.  
22 We are hopeful that those measures in Waterloo will  
23 move forward so this community will be proud of  
24 itself come the year 2000 and be one of the leaders  
25 on race relations in the Midwest and this country.

1 We're very hopeful for race relations in Waterloo.  
2 Thank you.

3 CHAIRPERSON WEITZ: Good morning,  
4 everyone. What we'll do is I'll follow the schedule  
5 here and invite people to come up and give a  
6 ten-minute presentation, which will be timed. Then  
7 we'll open the panel here for ten minutes of  
8 questioning. The first person I'd like to call is  
9 Leon Mosley. Is Leon Mosley here? Okay. I'd like  
10 to go down on the list and call Bernal Koehrsen,  
11 Chief of Police. For the record, could you please  
12 state your name and your mailing address?

13 MR. KOEHRSEN: Bernal Frederick Koehrsen  
14 Jr., Chief of Police, City of Waterloo, 715 Mulberry  
15 Street, Waterloo, Iowa 50703. I have been Chief of  
16 Police for the City of Waterloo since April of  
17 1990. I was hired from outside the department  
18 coming in behind a very contentious time for the  
19 Waterloo Police Department. The Police Department  
20 had been under grand jury investigation, and  
21 basically the department had degenerated into, as is  
22 well known in the community, factions that was  
23 basically at war inside itself.

24 I came down-- My professional background  
25 is I am came out of the United States Air Force. I

1 had retired one day prior to that as Lieutenant  
2 Colonel up in Haford, England, where I had served 22  
3 active years in the Air Force. Professionally I  
4 have a masters degree in public administration,  
5 graduated the FBI National Academy, the FBI Law  
6 Enforcement Executive Development Institute. That's  
7 enough about me.

8 I believe very strongly that race relations  
9 has to be a high priority for my job. I put those  
10 words into action first because I've hired in my  
11 tenure over 65 officers out of our 126-member staff,  
12 so I've had a big impact on our department. When I  
13 was hired, we had two black male officers. Today we  
14 have a large contingent of minorities.

15 Throughout my ten-year term, I've hired 14  
16 female officers. I've hired eleven black males, three  
17 of them female, two Asian persons, two Hispanic  
18 Americans, and one Native American. Not everybody  
19 is with us today for various reasons, but we have  
20 been a leader in minority recruiting.

21 One of the promises I made to the community  
22 when I was hired is I wanted us to represent our  
23 community. Our police force should represent the  
24 community as much as possible, and we have strived  
25 hard to do that. I personally sit on a number of

1 boards and commissions in the city. I consider  
2 myself very active within the community. One of the  
3 things I'm most proud of is my relations with the  
4 African-American community.

5 An outside police chief today has a tenure  
6 of about two and a half years. In April I'll finish  
7 my tenth, and I think my longevity can be credited  
8 to the fact that I'm open to the community. I'm  
9 readily accessible, and we try hard to hear people  
10 and listen to them.

11 The Waterloo Police Department is a very  
12 diverse group of men and women. We're getting  
13 constantly younger, which is a challenge for  
14 leadership. As our calls for service expand, our  
15 command staff has shrunk due to budget constraints.  
16 When I was hired, we had 14 command staff. We're  
17 now down to 10, so our management structure to  
18 control the young officers has shrunk considerably.  
19 But having said that, I think that we have strived  
20 to provide the community with the finest, most  
21 dedicated set of young people.

22 We have a very extensive hiring process  
23 where we check everybody out very thoroughly. We  
24 check probably 40 percent of our candidates. I just  
25 rejected a number of young people on the grounds

1 that we didn't like some of the statements that had  
2 been attributed to them on their racial views in the  
3 past. So we're not afraid to do that.

4           The City of Waterloo Police Department  
5 prior to my time did have some contentious times  
6 with our African-American community. There were  
7 riots here in previous years. One of the things  
8 I've done to reach out to our community is to have  
9 my own talk show on the African-American community  
10 broadcasting KBBG.

11           I have a half-hour call-in talk show every  
12 month scheduled. It's rebroadcast several times a  
13 week. People can call in, ask me questions, and I  
14 certainly take my share of heat. That's my job.  
15 That's what citizens pay me to do. I think it's a  
16 very good dialogue for people to anonymously call up  
17 the Police Chief publicly and bring questions about  
18 the enforcement of the laws.

19           We try hard to be firm, fair, and impartial  
20 in the enforcement of the laws. We have a large  
21 African-American community. We have a growing  
22 Hispanic community. We have a very small Native  
23 American community. But our community of interest  
24 is a new and growing community, the Bosnian  
25 community, which brings us challenges in language

1 and communication that we've never had before. So  
2 we're constantly faced with challenges.

3 We train our officers several times a year  
4 in race relations. We work with U.S. Department of  
5 Justice community services in Kansas City, Bill  
6 Whitcomb and his staff, and we've had people up here  
7 that train us. We try to keep our officers  
8 updated. We've had sociology professors from the  
9 University of Northern Iowa in to talk to us about  
10 Bosnian cultures and the differences that that new  
11 group of immigrants bring to our community in terms  
12 of culture and ethnic outlook and their  
13 relationships with the police in their home  
14 countries, which was many times a very fearful  
15 relationship. So we're very cognizant of our roles  
16 to maintain a very positive relationship with our  
17 minority community.

18 We have one of the largest African-American  
19 communities in Iowa at about 14.5 percent. We  
20 certainly have our share of problems involving  
21 drugs. Crack cocaine is still prevalent. We have--  
22 Of course the new surge for the Midwest is  
23 methamphetamine, which is very prevalent here, and  
24 we're striving hard to impact both, but we think  
25 that we're doing as good a job as we possibly can.

1 We try hard. We strive hard, and I demand a lot of  
2 my young officers.

3 That's probably all you probably want me to  
4 say as an opening statement. You may have questions  
5 for me, and I'll certainly be glad to address  
6 anything you may want to hear from.

7 MR. VAN LO: Yes. I'm very impressed with  
8 your credentials, and I'm very impressed with what  
9 you have done as you come here, hiring 14  
10 African-Americans, so on and so forth. My question  
11 to you is you say some of them are not here with you  
12 anymore. Is something that you have-- How do you--  
13 In your program how did you try to retain them? How  
14 do you try to retain them, promote them?

15 MR. KOEHRSEN: The people who have left  
16 have left mostly of their own accord, many to move  
17 on to higher-paying federal positions, many for  
18 other opportunities. We've lost only one or two of  
19 those people for internal disciplinary reasons, and  
20 those are well documented.

21 One thing I didn't say, we've had a number  
22 of civil rights complaints filed against us, and  
23 every one of them we've been found absolutely  
24 innocent on. So in my tenure we have had-- Even  
25 though we've had probably a half dozen complaints,

1 each one we've been upheld in our decisions,  
2 including one by an officer.

3           So how do we retain them. It's always a  
4 challenge. People want to go for various reasons.  
5 First we try to make people feel welcome within the  
6 organization and make them feel that they're part of  
7 the organization. Policing as a profession is a  
8 culture--subculture within America itself, and we  
9 try to welcome women, minorities into that culture.  
10 I think we've done a very good job on that.

11           And because we're hiring younger people,  
12 over 55 percent of my new hires have B.A. degrees.  
13 That means we're getting higher educated, more  
14 well-rounded. Many are out of the military where  
15 there's a high percentage of minorities present, as  
16 I was in the military. And they're more open to  
17 accepting people of different races and different  
18 cultures as their peers in the work force.

19           So I think the mere fact that we're  
20 expanding and opening our--the population of our  
21 department to more educated, intelligent, it helps  
22 make them more welcome. As a society, as the police  
23 itself, it's tough to change human thinking. We try  
24 to do that, and we make it clear-- I make it clear  
25 to every single officer who I hire that I will



1 tolerate no racial/sexual discrimination, that there  
2 is no chain of command for a racial or sexual  
3 complaint.

4           With the officer rights, I am the first and  
5 last stop and that I have disciplined and terminated  
6 officers for racial, sexual comments. So we make it  
7 clear that it's just-- If we're going to police the  
8 community, then I'm going to police the police, and  
9 that's my job.

10           MR. VAN LO: My other question also is you  
11 say the police force is a culture in itself.

12           MR. KOEHRSEN: Yes.

13           MR. VAN LO: How do you train your officer  
14 to understand the other minorities on your police  
15 force at the same time? How are you able to  
16 evaluate them?

17           MR. KOEHRSEN: Yes, training is something  
18 that's vitally important to professionalization of  
19 police as a career. The State of Iowa requires 24  
20 hours every two years of continuing education.  
21 That's the State requirement. We give eight hours a  
22 month, or 96 hours a year, in the Waterloo Police  
23 Department of training.

24           We value training highly. We believe  
25 training makes us professional. Training makes us

1 into a credible profession. We do give cultural  
2 training. We've had speakers from the Asian,  
3 African-American, Hispanic, and Bosnian communities  
4 in. We reach out to those communities to help  
5 them.

6           The Bosnian community had a big soccer  
7 event this summer, and we went out of our way to  
8 provide officers there, not for crowd control, but  
9 to be helpful and to provide any--just welcome to  
10 the community. And people from all over the United  
11 States, refugees from the civil war overseas, were  
12 coming to Waterloo to meet with their friends. We  
13 just constantly reinforce within the officers their  
14 need to represent the community and be firm, fair,  
15 and impartial with everybody in the enforcement of  
16 the law.

17           MR. VAN LO: And my other question, like I  
18 said, one more, in your evaluation of the officer,  
19 do you have in there some question that you look at  
20 race relation or the training they've been through,  
21 how effective it is?

22           MR. KOEHRSEN: Yes.

23           MR. VAN LO: Do you evaluate them once a  
24 year, once a month?

25           MR. KOEHRSEN: We constantly evaluate the

1 officers on their professionalism, and race relation  
2 sensitivity is something that's high on their  
3 evaluation.

4 MR. JENKINS: I have several questions.

5 CHAIRPERSON WEITZ: Last night some of the  
6 participants mentioned a loitering ordinance 2710?

7 MR. KOEHRSEN: Sure. It's a proposal.  
8 It's still just a proposal, and it's my proposal,  
9 and I may go nowhere with it. It comes from the  
10 City of Tacoma, Washington. It's a very specific  
11 ordinance. It's not a loitering ordinance. It's  
12 loitering for the purposes of drug-related activity,  
13 and we certainly have a crack cocaine sales problem  
14 within the community, and it was designed to do  
15 that.

16 I may not-- I may not carry-- Right now,  
17 as is my practice, I'm taking it out to the  
18 community. I've been to the NAACP. I've been to  
19 the Eastside Ministerial Alliance. I've met with  
20 the members of the Human Rights Commission, and I'm  
21 hearing a lot of fear about it, so because I'm not  
22 getting a wild acceptance coming from the community,  
23 I may in my own volition as a staffer not elect to  
24 take it on to the City Council at this stage.

25 CHAIRPERSON WEITZ: My question last

1 night--no one had the information--have you had a  
2 lawyer look at this?

3 MR. KOEHRSEN: The City Attorney has. This  
4 ordinance has actually met constitutional muster in  
5 the State of Washington. It's been upheld by the  
6 State of Washington Supreme Court. When the U.S.  
7 Supreme Court overturned the City of Chicago gang  
8 congregation ordinance, Justice Sandra Day O'Connor  
9 actually recommended the court case Overn versus  
10 Tacoma as a place to look for proper language.

11 So that's what got me on the track of this  
12 ordinance. When reading of the overturning of the  
13 City of Chicago versus Morales by the Supreme Court  
14 as being overly broad, we find that the State of  
15 Washington Supreme Court has said that the City of  
16 Tacoma ordinance, which this is a mirror of, is not  
17 overly broad, does not impinge upon people's  
18 rights. It comes down to a very fine line.

19 As the specter of young men standing on the  
20 corner in essence having an open air drug market, is  
21 that more harmful to the image of this city than an  
22 ordinance? And that's a very delicate, political  
23 balancing act that I will make in coordination with  
24 the City leadership and the Mayor and City Council.  
25 Right now I'm of mind that I may not take that on.

1 It's still, I'd like to say, warm Jell-o. It hasn't  
2 set up.

3 MR. HERNANDEZ: Just to continue on this  
4 antiloitering ordinance, you said it was from  
5 Tacoma, Washington?

6 MR. KOEHRSEN: Tacoma, Washington.

7 MR. HERNANDEZ: I read in the Courier that  
8 it also had bits and pieces from a Cedar Falls  
9 ordinance?

10 MR. KOEHRSEN: No. You're confusing two  
11 ordinances. There's a drug paraphernalia ordinance  
12 which came from Cedar Falls. We just passed at the  
13 City Council a drug paraphernalia sale ordinance. A  
14 head shop had opened selling 4-foot water bong made  
15 out of skulls. And that passed unanimously at the  
16 City Council.

17 It was taken from the City of Cedar Falls'  
18 drug paraphernalia and made into a municipal  
19 infraction to possess or sell something that would  
20 be used in the ingestion of any illegal substance.  
21 Totally unrelated to the loitering. That's what  
22 came from Cedar Falls.

23 MR. HERNANDEZ: Okay. Well, the  
24 antiloitering ordinance that you proposed, did you  
25 add any other conditions to it, or did you just take

1 it copycat kind of--

2 MR. KOEHRSEN: It's not an exact copycat  
3 because it had to be molded to Iowa law, but we've  
4 tried to make it more specific so that it's even  
5 less general. One of the complaints that the  
6 Supreme Court had with the Chicago ordinance was  
7 that the average citizen wouldn't know what behavior  
8 was prohibited, and this makes it clear what  
9 behavior is prohibited.

10 And it addresses behavior, specific  
11 behavior, in the act of hailing, beckoning, passing,  
12 and that's what everybody knows is selling drugs on  
13 the street corner. But I don't want to dwell with  
14 that too much because it may not go anywhere. It's  
15 likely not to go anywhere.

16 MR. HERNANDEZ: And just one last comment  
17 on that, and all I know is what I read in the  
18 newspaper. Okay?

19 MR. KOEHRSEN: Sure.

20 MR. HERNANDEZ: It said technically  
21 somebody in a suburban neighborhood or let's say a  
22 white neighborhood could have--could be gathered in  
23 their front lawn--by a thoroughfare in their front  
24 lawn and could technically be arrested.

25 MR. KOEHRSEN: Totally untrue. Totally

1 untrue.

2 MR. HERNANDEZ: As opposed to somebody,  
3 let's say, on East Fourth just standing on the  
4 corner.

5 MR. KOEHRSEN: It all depends on actions.  
6 It all depends on actions and what they're actually  
7 doing was what's going on in Tacoma. We can't speak  
8 about what's going on in Waterloo as far as  
9 enforcing it because we haven't even passed it and  
10 may not pass it, but in Tacoma it depended on their  
11 actions, and standing in your front yard talking to  
12 somebody is certainly never a crime in America.

13 MR. HERNANDEZ: How about on the campus of  
14 UNI?

15 MR. KOEHRSEN: UNI is not in my  
16 jurisdiction, so I can't speak to UNI.

17 MR. JENKINS: Let me begin to address a few  
18 questions for the record. Last evening we heard  
19 concerns from some of the citizens involving  
20 perception of policing in the minority community. I  
21 think one of the statements made last evening  
22 concerned the fact that one of the officers or even  
23 one of the higher-ups in the police department made  
24 a comment concerning, "It is now safe on Fourth  
25 Street for persons to walk down Fourth Street."

1 I'm not familiar with Fourth Street. I  
2 don't know whether it's a minority neighborhood,  
3 white neighborhood, or what, but there was a  
4 perception that now we have police officers  
5 enforcing law that was never enforced before on  
6 Fourth Street or in that area. What's your reaction  
7 to a statement like that?

8 MR. KOEHRSEN: Since I wasn't here and I  
9 don't know the context you're in, you're asking me  
10 to comment on something I'm not familiar with the  
11 context.

12 MR. JENKINS: All right. Given the fact  
13 that the minority neighborhood or--yeah, the  
14 minority neighborhood has some fears about policing,  
15 there were comments made that there may be instances  
16 where a gathering in the minority neighborhood,  
17 police officers show force, put on a game face.

18 In a situation like you mentioned, the  
19 Bosnia community had a soccer game and how  
20 cooperative the police department was in that  
21 venture, but in the minority neighborhood or the  
22 black neighborhood, police officers don't interact  
23 with the citizens to show, "We are a friend to you"  
24 as opposed to being an Army of occupation.

25 MR. KOEHRSEN: I do take grave exception to



1 that, sir, in that I certainly gave the example of  
2 the Bosnian community. Let me give you this. We  
3 have one of the only two mounted horse patrols in  
4 the state. I personally ride horse myself. One of  
5 the things that we constantly do is horses open  
6 doors and dissolve barriers because they make you  
7 more approachable.

8           We rode in the KBBG community parade, the  
9 African-American broadcasting. Then we had four  
10 horses at their drill team competition at Grant  
11 School. So the same thing-- The same horses that  
12 were at the Bosnian soccer match were at the KBBG  
13 African-American band competition.

14           We were there. We passed out cop cards to  
15 children, let children pet the horses, and made  
16 ourselves open and approachable. I think that we  
17 provide more police services to our African-American  
18 community than any other segment of our society as a  
19 service.

20           MR. JENKINS: In terms of what? What type  
21 of service?

22           MR. KOEHRSEN: In terms of hearing and  
23 listening and responding to their complaints and  
24 their problems. We go out of our way to be open and  
25 approachable.

1           MR. JENKINS: What led to your thinking in  
2 terms of the ordinance that we just mentioned? Why  
3 did you come up with the idea to do that?

4           MR. KOEHRSEN: Continual complaints from  
5 citizens primarily in the African-American community  
6 about these young men standing on the street corner  
7 who had been dealing.

8           MR. JENKINS: There are no laws in effect  
9 now in Waterloo that could take care of the  
10 situation?

11           MR. KOEHRSEN: The problem is that they do  
12 not hold-- They say, "Why don't you-- Just go out  
13 there and arrest them. Just go arrest them." For  
14 what? For what? They're not holding the drug.  
15 These dealers are not stupid. They're intelligent.  
16 They know how we operate. They know the law. They  
17 know the rules, and they do not hold the drug  
18 themselves. They're using children 12 to 14 years  
19 old as runners. It's difficult to intercept a  
20 12-year-old, even if you're 20, to run a child of  
21 that speed down.

22           MR. JENKINS: What about increasing the  
23 police presence, because one of the things that I  
24 heard just out in the hall talking to some folks  
25 last night is that, "We don't have the presence of

1 the police there to really feel that they are  
2 protecting us. They might just drive through  
3 quickly and not stop and interact with citizens and  
4 not really provide the protection that we need."

5 MR. KOEHRSEN: That's a real challenge for  
6 any police department. Out of 126 officers, we have  
7 an average of about 12 on each shift. We have ten  
8 wards, geographic wards, in the city. I try to put  
9 one ward car in each ward. Each ward car is serving  
10 7700 people when he or she is on duty.

11 In order to get out and walk the streets  
12 and meet people, you've got to balance that against  
13 the calls for service. Our calls for service load  
14 has continued to rise through the years. We're now  
15 up to over 67,000 calls for police service running  
16 the whole gamut of everything from serious, Type 1  
17 crimes down to a child locked out of a house or a  
18 stranded motorist.

19 So we run the whole gamut of everything  
20 that we have to do for society, and the bottom line  
21 comes down to that no police department in the  
22 country today has the resources to do everything  
23 everybody would like them to do. We are an  
24 expensive force. My budget is running in excess of  
25 \$7.8 million. We are a very expensive operation.

1           MR. JENKINS: There were some interesting  
2 things being done in other cities of similar size in  
3 terms of team policing, doing the old walking the  
4 beat, getting out and using those types of methods.  
5 Have you done anything like that in Waterloo?

6           MR. KOEHRSEN: Yes. We have instituted  
7 community oriented policing and problem solving as  
8 our basic philosophy. We assign officers to a  
9 specific geographic ward to be familiar with the  
10 people they serve, to get to know them better. But  
11 the bottom line comes down to they're still driven  
12 by calls for service. Calls for service load weighs  
13 very heavy on those officers.

14           As an example, yesterday afternoon we had a  
15 relatively--relative traffic accident at the corner  
16 of Fifth and Franklin. I was the first one there,  
17 and I ended up having five cars there, five cars  
18 because it was a major intersection. A tractor  
19 trailer was sideways in the street. A young man was  
20 injured, taken to the hospital.

21           And just to divert traffic and keep traffic  
22 flowing on a major arterial road took five cars. So  
23 where are the five cars replaced? Well, they're not  
24 replaced. Those people do without that ward car  
25 until they're free from that accident and go on. So

1 our demands for service continue to rise.

2 Our force remains level at 126 officers,  
3 and what people want us to do in society remains  
4 high. After 5:00 at night if you as a citizen need  
5 help, you have two choices. You've got a big red  
6 truck, or you get a white car with yellow and red  
7 stripes on it. That's the only people that are  
8 going to come to your house between 5 at night and  
9 probably 8 in the morning is a big red truck or a  
10 police car.

11 MR. JENKINS: Okay. Finally, at the  
12 present time how many black police officers do you  
13 have on your force presently?

14 MR. KOEHRSEN: Ten.

15 CHAIRPERSON WEITZ: Any other questions?

16 MS. FRIAUF: Yes. In my mind the  
17 perception of the officers going to a sporting event  
18 or a school event for crowd control, when we talked  
19 about the horses at the Bosnian group and then the  
20 horses at this parade, I'm thinking in terms of just  
21 the officers standing at a sporting event.

22 We were told that if it were on this side  
23 of town, the officer would be shaking hands,  
24 smiling, interacting with the crowd, but over here  
25 the officers are more--giving the feeling that they

1 have to reach for their pistol as opposed--and this  
2 is in my mind I can see this--instead of reaching  
3 out to take a hand, you know, in a well-meaning,  
4 friendly attitude. That was the perception from one  
5 side of town to the other. Do you think that your  
6 officers feel that way when they go to do crowd  
7 control on the other side of town?

8 MR. KOEHRSEN: It all depends on the  
9 demeanor of the crowd at the moment. I can talk to  
10 two specific crowd control events that I was  
11 personally at that we had large police presences.  
12 Both are on what's called the west side of the  
13 river, which you would say-- In generic terms for  
14 you as not Waterloo residents, the African-American  
15 community is more largely based on the east side and  
16 the Caucasian community on the west side. The  
17 Cattle Congress and the Central Intermediate High  
18 School Stadium, which is now the Central Stadium for  
19 both East High and West High is at former Central  
20 High.

21 We had a very large police presence, 26  
22 officers at the East-West football game, and it was  
23 due to threats of gunfire due to previous years when  
24 students had been beaten by marauding bands of  
25 youth, and we just took a zero tolerance.

1           We're not going to allow people to walk  
2 around and beat up people. We had six officers,  
3 myself included, on horseback and another 18  
4 officers on foot. There's times when it's our job  
5 to provide a tough, no nonsense, "We're not going to  
6 allow you to run amuck and beat people." That's one  
7 of our basic goals in society.

8           Other times at Cattle Congress we also had  
9 a large presence, large kids night traditionally on  
10 a Friday night in late September where we pass out  
11 our police cards. Our officers all carry cards that  
12 they pass out like baseball trading cards, and kids  
13 come up and ask the officers for them. We're just  
14 on our eighth printing, 770,000 in print, and we  
15 pass these out through the African-American,  
16 Caucasian, Bosnian, Hispanic communities.

17           And it's very common for officers to tell  
18 stories how they're driving down the street and  
19 people wave them over and ask them for a cop card.  
20 So I think you can find anecdotal stories that  
21 people feel that police may be tough. And sometimes  
22 it is our job to be stern and to say, "We're not  
23 going to tolerate misconduct." And the other times  
24 it's important for us to reach out and give the kid  
25 a cop card and sign it and chat with them, let them

1 get to know the officer as a human being.

2 MR. VAN LO: Just one more question. I'm  
3 very happy that you have a talk show every month and  
4 so on, and that's very wonderful. My question to  
5 you is the perception that I heard yesterday is that  
6 you as Police Chief, you come in, and you create a  
7 perception that black community are violent, they  
8 are ignorant, they are illiterate, so on and so  
9 forth, and causing--having the white community fear  
10 the black community.

11 Do you have any plan or do you have plan  
12 already that-- You have a dialogue already in the  
13 talk show, but do you have any dialogue that is in  
14 the community that you have police lead or  
15 whatever?

16 MR. KOEHRSEN: What we do is we believe in  
17 community policing, and as part of community  
18 policing we have over twenty neighborhood  
19 associations throughout the city. And on the east  
20 side or the primarily the African-American  
21 neighborhoods there are many neighborhood  
22 associations. And we have representatives from the  
23 police that attend each of those neighborhood  
24 associations when they're invited. There's officers  
25 assigned to each one, and we believe that's the way



1 that we make inroads into the community.

2 We constantly get invited to provide  
3 speakers to churches, to civic groups, to scout  
4 groups, and we go wherever we're invited and asked  
5 to go. And sometimes when we're not even invited  
6 we'll ask to visit groups that we may not have seen  
7 for a while so that we can continue a dialogue with  
8 them. It's important.

9 You know, policing in America today is  
10 getting tarnished by bad things that happen in  
11 Chicago, in Detroit, in New York City, in  
12 Pittsburgh, some very notable examples, of course.  
13 Los Angeles, once the shining example of American  
14 policing, is dragging the profession through the mud.

15 And when there's misconduct in Los Angeles  
16 or misconduct in New York, people automatically  
17 assume that misconduct is occurring in Waterloo,  
18 Iowa. And it's my job to ensure that it's not, and  
19 we have strived hard to keep our officers  
20 professional in their conduct.

21 MR. JENKINS: But yet we still have these  
22 perceptions from minorities.

23 MR. KOEHRSEN: Perceptions will remain due  
24 to problems of many years ago. There were certainly  
25 problems many years ago that are going to be--that

1 will take generational change to overcome. There  
2 were bad times in Waterloo, especially in the  
3 African-American community. Can't deny it. Was it  
4 there? Absolutely. Was it ten, twenty, thirty  
5 years ago? Yes. Does that take time to heal?  
6 Absolutely. How do you go about dealing with it?  
7 You work at it every single day, and you make it a  
8 priority.

9 MR. JENKINS: With respect to a situation  
10 that boils over in race relations, one of the things  
11 I asked last night, if you were king for a day here  
12 in Waterloo dealing with race relation issues, what  
13 would be some of the things that you would hand down  
14 to better race relations on the immediate stage and  
15 then on the long-term basis?

16 MR. KOEHRSEN: One of the big problems is  
17 the dropout of young people, well-published  
18 statistics about the dropout rate of  
19 African-American males in the community. I think  
20 the churches could be more proactive within the  
21 community. I think the religious faith community  
22 could be much more helpful in uniting our societies.

23 CHAIRPERSON WEITZ: Thank you. Just as a  
24 reminder, anyone making a statement during the open  
25 session period needs to contact Mr. Ascension

1 Hernandez, and then you can address any issue that  
2 you want to at that time.

3 (Short pause.)

4 CHAIRPERSON WEITZ: For the record, would  
5 you please state your name and mailing address?

6 MR. MOSLEY: Leon V. Mosley, 99 Mosley  
7 Street, Waterloo, Iowa 50703. I am-- To tell you  
8 something about me, I am on about 35 boards across  
9 the State of Iowa. I chase drug dealers with my  
10 neighborhood associations that I set up across the  
11 state and what have you, cochair of the Republican  
12 Party for the State of Iowa, First Judicial District  
13 Department of Corrections Board, the Prairie Park  
14 Apartments United Housing Board, just got off the  
15 Waterloo Waterworks Board, Board of Supervisors, 34  
16 years at John Deere as an industrial engineer. Now,  
17 what do you want?

18 MR. JENKINS: Tell me about Waterloo and  
19 race relations.

20 MR. MOSLEY: I grew up here. I've got  
21 serious problems with some of the laws, federal  
22 laws, State laws that's been enacted. When you stop  
23 and look at young people today and how parents are  
24 afraid to discipline their own kids, you've got a  
25 lot of kids who are running the house for fear of

1 the parent going to jail for trying to institute  
2 discipline in the household. You did not have that  
3 years ago. You did not have all these jails and all  
4 these prisons.

5 To give you an idea of what's happening,  
6 being on the Juvenile Detention Board here, past  
7 chair of that board, the citizens of Black Hawk  
8 County are spending \$163 a day to lock up a kid, and  
9 we're full. As a matter of fact, we just spent a  
10 little over a million dollars to add 15 more beds to  
11 the facility because we didn't have enough beds.

12 Polk County, Des Moines, Iowa, just spent  
13 \$14 million for a facility to lock up kids. Linn  
14 County, they just built a new facility for \$7 and a  
15 half million to lock up kids. And I'm saying that  
16 what we've got today is a catastrophe with our  
17 laws. We're trying to legislate morality, trying to  
18 legislate people how to raise their kids.

19 And I believe-- And I told the sheriff  
20 this, and I told the previous police chief this.  
21 When it comes to raising my kids, the federal  
22 government stops at my property line, and I mean  
23 that. I'm going to discipline my kids the way I was  
24 disciplined, and I don't care who likes it, and  
25 it's--it's sad when I am worried about getting

1 killed by a 15-year-old kid carrying a gun because  
2 we've got some idiotic laws on the books, and that  
3 just don't make any sense. Contrary to my beliefs--  
4 And I'm Catholic, and it's contrary to-- I read the  
5 Bible, and it's sad.

6           And you mentioned Fourth Street earlier. I  
7 am one of the people that ride up and down Fourth  
8 Street, and I videotape them, me and my neighborhood  
9 people. We videotape the drug dealers. We set up  
10 neighborhood organizations so people can take back  
11 their neighborhoods and not give it to the kids.

12           When kids are telling people to get out of  
13 the neighborhood, "This is our hood now," they've  
14 got to go. I've been to Burlington. I've been in  
15 Cedar Rapids. I've been in Dubuque, Nashua, a  
16 community of 1700 people, and everything up there is  
17 white except one person, and he happens to be the  
18 sheriff of Winneshiek County.

19           But it trends in-- Crime and stuff trends  
20 in color, so they don't care who they kill. A  
21 bullet don't have a color to it. A bullet don't  
22 have a name on it, and that's my whole issue dealing  
23 with everything is that I am just sick and tired of  
24 driving down Fourth Street, and I've got to wait in  
25 line while some drug dealer kid, eleven-,

1 twelve-year-old kid, whatever, just up about four or  
2 five cars is making a drug deal right in front of  
3 me. I mean Ray Charles can see what's going on here  
4 in Waterloo, Iowa. Okay? It ain't something that  
5 you've got to wonder about.

6           Within four minutes from here I can show  
7 you kids standing on the street corner sub-below  
8 zero weather, and they ain't there because they want  
9 to wave at the cars going by, and that's now.  
10 That's before school, that's during school, and  
11 that's after school, and if you stop and look at the  
12 dropout rate of these kids that are getting out of  
13 school, totally ridiculous.

14           We didn't have this years ago when I was  
15 coming up in this community. In the black  
16 community, the black community put their arms around  
17 you, and everybody helped raise me, the Hutchisons,  
18 the Allens, and the Bakers. Even though Ruth and  
19 Willie Mosley wasn't around, they still had eyes on  
20 me, so I had to perform. Number one, it was a  
21 disgrace for the family for me to end up in jail,  
22 end up doing a number of other things that are  
23 totally illegal.

24           MR. JENKINS: In terms of policing along  
25 the Fourth Street area, have you brought these

1 complaints to the Police Chief in terms of the drug  
2 dealers, the suspected drug dealers? And what type  
3 of policing is going on in that area then?

4 MR. MOSLEY: Well, let me say this to you.  
5 I work with the police department, not against  
6 them. I work with them. I work with the drug task  
7 force. I work with the Sheriff Department out in  
8 the rural communities. Yes, I've brought it to  
9 their attention.

10 There was a time in this community when it  
11 was really bad for blacks to be put upon by the  
12 police department. The, quote, higher-up blacks  
13 were upset that the police department was coming  
14 down on their kids. But now their kids are whooping  
15 them. They're begging for the police department to  
16 come in. They want the police to come in and help  
17 them now. Okay? But these are now 17-, 18-, 19-,  
18 20-year-old kids.

19 You mentioned the KBBG parade that we just  
20 had last summer. I've got two kids. I've got a boy  
21 that's a junior--Leon II, a junior at St. Ambrose  
22 College in Davenport, and I've got a 16-year-old at  
23 Columbus High School. And my boy come home for the  
24 summer, Leon. I worry about him being--roaming  
25 around the community, you know, and him not having a

1 job. Well, he had a job this summer.

2 But during the parade, beautiful black  
3 parade, dynamite, been doing it every year, we got  
4 some idiot kid with a gun. Here's a crowd of  
5 people, I mean a massive crowd of people, and he  
6 walks up there and shoots people with a gun, point  
7 blank right here in this community.

8 And I'm telling you, those days have got to  
9 go. And I could not be the police chief in this  
10 town. I would get run out. I could not be the  
11 sheriff in this town because I would get run out.  
12 But I guarantee you the guns and availability of  
13 guns and kids having guns, kids dealing drugs would  
14 not be tolerated. And if we as citizens of this  
15 community--I'm talking both black and white--would  
16 wake up, I can videotape it all day and night, and  
17 then I turn them over to the police department,  
18 sheriff department, and tell them what's going on.  
19 And they go out and do the best that they can to  
20 make arrests.

21 The reason you've got crime and drugs down  
22 in this community per se is because of the  
23 neighborhood organizations that we have set up and  
24 taken back their community. That's why you feel  
25 safe going down Fourth Street. A few years ago, you



1 wouldn't go down Fourth Street, and that's the main  
2 street of this town.

3 MR. JENKINS: Let me just move in the area  
4 beyond the drug war that you are fighting so  
5 fiercely here in Waterloo. In terms of race  
6 relations, in terms of persons coming together to  
7 solve some of the problems in terms of employment,  
8 the lack of economic development, even selected  
9 police enforcing, what progress or what changes have  
10 you seen over the years since you are a native of  
11 Waterloo in terms of where we are in terms of race  
12 relations now?

13 Last night I spoke of a study that the U.S.  
14 Commission on Civil Rights put out, oh, close to 30  
15 years ago--it was called Walk Together  
16 Children--here in Waterloo, which was an assessment  
17 of race relations and fair housing in Waterloo.  
18 What are we-- Where are we now in terms of fair  
19 housing, employment, economic, and all those types  
20 of things now?

21 MR. MOSLEY: Well, you've got to understand  
22 you're talking to a different animal here. I'm  
23 tired of talk. I'm tired of people telling me what  
24 they're going to do for me, and I don't care if it's  
25 from the President down to the Governor. They get

1 in there, and they don't do nothing. Okay?

2 I'm interested in action, and what I have  
3 seen in this community that I live in, we had more  
4 back when I was a kid here than you've got today as  
5 far as black entrepreneurship, black businessmen,  
6 black home ownership. We had more when we were in  
7 that triangle that Mr. Hernandez mentioned last  
8 night that I heard.

9 There was more businesses from Douglas  
10 Street up to the top of Mobile Street. And that's  
11 where blacks were only at, close to the railroad in  
12 that area there. We had more black businesses then  
13 than we do today in this town.

14 MR. JENKINS: What has happened?

15 MR. MOSLEY: Well, nobody wants to follow  
16 the leader. We don't have follow the leader here.  
17 Blacks die off. The older ones die off. Nobody is  
18 there to pick up the mantle and keep it going, and  
19 that's partly because we had good jobs here.

20 We had Raft (phonetic). We had John  
21 Deere. John Deere is still here but a lot less  
22 jobs. We had Titus Manufacturing. We had  
23 Chamberlin Manufacturing. It's a lot easier to go  
24 and pick up a check than it is to go and create a  
25 check.

1 MR. JENKINS: Because of the lack of  
2 employment and economic development, are you also  
3 saying that race relations has deteriorated because  
4 of that?

5 MR. MOSLEY: To a degree, yes. You  
6 mentioned perception. Perception is an awesome word  
7 when you start talking about it. The worst board I  
8 sit on is the Board of Supervisors. Okay? I've  
9 been there ten years. That's the worst board I've  
10 sat on out of all of my 35 boards. That's the only  
11 board that I had somebody threaten me as a board  
12 member to beat me up. Okay?

13 And like I told this individual, "Kiss your  
14 mama for the last time when you think about beating  
15 me up," you know. My mom and dad don't do that to  
16 me. And there are people in place that have some  
17 power that are totally irrational.

18 MR. VAN LO: I have a question. My first  
19 question is from hearing you, you are good role  
20 model and respected person of this state, and that's  
21 very good for black community, for the Asian  
22 community, for the minority community.

23 What do you think should happen or what do  
24 you think should occur to help single parent,  
25 uneducated, illiterate, welfare mother to assist

1 their children to be a productive, educated citizen  
2 of this state?

3 MR. MOSLEY: What would help a welfare  
4 mother for her children to be good citizens of this  
5 state?

6 MR. VAN LO: You said, sir, that our  
7 children are not educated. They're selling drugs.  
8 The parents don't help them. There's no one to help  
9 them. They're crying. They're whatever. As a  
10 powerful person in this state, like he asked, what  
11 can happen? What should you do to make sure that  
12 something happens for this parent?

13 MR. MOSLEY: First of all, parents have got  
14 to go back to being parents, not hostages, parents.  
15 My kid is not going to tell me what he wants to do.  
16 I'm going to tell him what he has to do. We got one  
17 of the best educational systems right here in this  
18 community, one of the best. We got teachers that  
19 care. I don't care what nobody says. They care.

20 The hardest teacher, the meanest teacher in  
21 the world as far as I was concerned was Ms. Glenda  
22 Mabry. That was the meanest teacher I ever seen in  
23 the Waterloo school system. But as I grew up, I  
24 understood what she was trying to do with me in  
25 spite of me. And because of her, there's four of us

1 that I know who have accelerated way beyond her  
2 means or her thoughts and our thoughts.

3 I even had the privilege of speaking to her  
4 honoring her at the Mayor's Volunteer Performance  
5 Award Banquet, and at her funeral I was there  
6 thanking her for being hard on us in spite of  
7 ourselves because she wanted us to be somebody, not  
8 just anybody.

9 MR. VAN LO: And as you said, this is a new  
10 generation, maybe better help, maybe understanding,  
11 maybe loving, maybe caring. The reason I say that  
12 because you have a lot of dropout from what I've  
13 heard in this school district.

14 What do you think would help to help those  
15 parent to not drop out, to be educated to help their  
16 kid? Parenting, you have to have something to do to  
17 know how to do it. If you are on welfare, you  
18 always heard negative thing about yourself. Your  
19 self-confidence is low. Then you have parent that  
20 always--not parent like you are, like you said. As  
21 a role model, how can you help to make sure that  
22 those parents are real parent?

23 MR. MOSLEY: Well, by the federal rules and  
24 regulations, if you have a child, you're an adult,  
25 you're grown-up, you're a woman, even though you're

1 15 years old and don't know how to boil water yet.  
2 Okay? What we've got is low self-esteem and no  
3 hope, no hope.

4 We had things in place when I was a young  
5 man where there wasn't such a thing as no hope.  
6 There was no such thing as low esteem because if I  
7 couldn't get it from here, I could go here to get it  
8 or here to get it or here to get it. Now anymore--  
9 I don't know how to say it to make it come out  
10 right, but I'll say it anyway.

11 Most of the time-- I shouldn't say most of  
12 the time. Some of the time when young people  
13 misbehave in class, okay, the parents are going to  
14 come up there and jump on the teacher. That's her  
15 child. Her child did not do it. Okay?

16 Let me give you a for instance with me.  
17 I'm at John Deere sitting in my office, and I get a  
18 phone call from the police department. They got my  
19 son. He was a lot younger then, both of my boys at  
20 home. They got my son in the police department.  
21 "You've got to be kidding me. You've got to be  
22 kidding me. My kid? No. What did you guys do?"

23 My kid had climbed on top of the new  
24 shelter house at Gates Park and started throwing off  
25 shingles and trying to throw them as airplanes,

1 throw them into the barrel out there in the yard.  
2 My older boy, Leon II-- Now, this is Cory. Leon II,  
3 when the police came and got him off the roof of the  
4 shelter house--and I couldn't even get up there. I  
5 don't know how in the hell he got up there--Leon  
6 started talking about there ain't going to be no  
7 Rodney King beating this kid. Now, this is a kid  
8 talking to the police department personnel.

9           When I got down there to the police  
10 department, I was livid, number one, that my kid  
11 could even get up there; number two, that my other  
12 son had said what he said to people who are doing  
13 their job. And the bottom line to the whole thing  
14 is this. I made him pay for every shingle he threw  
15 off of there. I could have just handed him-- I  
16 could have wrote a check. I could have paid cash  
17 right then and there.

18           It's important that my kids understand that  
19 there is a penalty for the crime that they do. So  
20 he worked all summer cutting grass, washing people's  
21 cars, or whatever to pay that price for throwing  
22 those shingles off of that shelter house into that  
23 barrel. There has to be a penalty for the crime.

24           And I don't care if it's a welfare mother  
25 or a welfare father. You've got to have some

1 dignity, and you've got to want to do something  
2 before somebody can come along and give you  
3 something. Let me just jump on education for just a  
4 second.

5 CHAIRPERSON WEITZ: Can I just-- We set a  
6 ten-minute time limit, and I really appreciate you  
7 coming here and talking to us this morning. I think  
8 we're going to go to the next person. Thank you  
9 very much.

10 MR. MOSLEY: Thank you.

11 (Short recess.)

12 CHAIRPERSON WEITZ: Arlis Swartzendruber.

13 DR. SWARTZENDRUBER: Thank you. I  
14 appreciate this opportunity, and what I'll do is  
15 provide a very brief overview and allow then some  
16 other administrators to fill in a few more details,  
17 and we can, I think, address some additional  
18 information that you may need.

19 With me is Bernard Cooper, our director of  
20 student services, and Patrick Clancy, our director  
21 of--he's called a special education director, but  
22 he's also responsible for ESL and a number of other  
23 programs.

24 I've been in this district as  
25 superintendent now going on my fifth year, and there



1 were many challenges facing us. So I believe in  
2 order to address some of the concerns that I've been  
3 asked to outline, I need to paint a picture that is  
4 broader in order to get to what I believe are  
5 symptoms, because I believe the statistics and  
6 perceptions and individual statements that provide  
7 that picture and provide some statistics are only  
8 symptoms of a system that is not functioning as it  
9 should.

10           Beginning in 1995, we had a number of  
11 issues to address, and obviously we're still  
12 addressing them, but it's paying off. Number one,  
13 we did not have standards and benchmarks in the  
14 classroom. Those are in place, well-articulated  
15 standards and benchmarks with expectations and  
16 varied time and varied support systems in place to  
17 allow students who take longer to learn and need  
18 different methods and different approaches are  
19 provided that opportunity. We have new, more  
20 effective approaches to student behavior.

21           I don't like to call it discipline. I do  
22 like to call it student behavior. And you can hear  
23 more about that later, but just this Sunday an  
24 article was published in the Courier showing a  
25 decline in discipline referrals in one year of 19

1 percent, and there's some reason behind that.

2 I think we've increased exponentially  
3 parental involvement and support in the classroom.  
4 It doesn't pay to involve necessarily parental and  
5 community involvement in committees, although that's  
6 important. My goal is to have them involved in the  
7 classroom with their children and with their teacher  
8 and with their principal. That's beginning to  
9 happen.

10 We are also one of only two sites in the  
11 state that's called Cedar Valley's Promise that is a  
12 spin-off from the 1997 America's Promise held in  
13 Philadelphia where the coordination for that effort  
14 was funneled through Colin Powell.

15 Iowa is actually funding these two sites,  
16 and we are privileged to be a part of that where we  
17 capitalize on the 40 developmental assets through  
18 the Search Institute as identified from that Search  
19 Institute longtime research and effort in  
20 Minnesota. That's being implemented.

21 We've strengthened our collaboration with  
22 the University of Northern Iowa. I have strongly  
23 believed since arriving here we needed early  
24 childhood development programs, and the first  
25 collaborative now is official with UNI. An early

1 childhood center is being built on the Allen  
2 Hospital site. It will serve that neighborhood.

3 It is scheduled to open sometime in the  
4 year 2001. It required \$2 million up-front  
5 funding. And I personally went out with President  
6 Bob Coop (phonetic) and others to obtain that  
7 funding, and we did. We have a ten-year contract  
8 with UNI to have that happen.

9 We want to multiply those  
10 opportunities--that particular opportunity by ten  
11 before another ten years is over. We strongly  
12 believe early childhood programming in Waterloo is  
13 desperately needed beyond what we already have. We  
14 have a strengthened administrative team structure.

15 And I'm just ticking down through the  
16 various key general components. We started in 1995  
17 with 55 administrators. We had to trim back  
18 teachers. We had to trim back administrators. We  
19 now have 43, including myself. I believe we've  
20 strengthened the concept of leadership,  
21 instructional leadership, at the building level.  
22 Only 16 of the original administrators are still in  
23 their same job as in 1995. 23 percent of our  
24 administrators are minority administrators.

25 I'm proud of our administrative team. They

1 have vision. They have a collective vision. They  
2 are effective, I believe, in their respective jobs.  
3 49 percent are female. We have, I think, excellent  
4 training, and if we want to change a ship's  
5 direction, you start with the leadership, and that  
6 has been changed. I'm convinced that we're giving  
7 them the tools, the guidance, the support. Even  
8 though we're in--it's a work in progress, I believe  
9 it's moving forward in great fashion.

10           The first evidences of community  
11 understanding of our general efforts was the fact  
12 that in 1996 the community voted on a major  
13 maintenance levy to fix our sick buildings. I've  
14 categorized these buildings as the worst in the  
15 state, and I don't back off of that kind of  
16 assessment.

17           In 1996 for the first time I think we saw  
18 some evidence of trust in where we're headed. They  
19 voted for the first time in 23 years to approve that  
20 \$2 million levy. Not only that, on May 25, 1999,  
21 our voters were faced with fixing our schools in a  
22 much grander style, new facilities, major  
23 maintenance, and remodeling to the tune of \$90  
24 million. It was passed in Waterloo by 62 percent.  
25 That's concrete evidence.

1           We made an official departure from social  
2 promotion last year I think endorsed by our  
3 community, and you'll hear more details about it,  
4 but the message was--is out and was out. We're  
5 serious about academic achievement, and we mean it.  
6 And people are accepting that because in order to  
7 graduate from Waterloo Schools, in order to move  
8 from one grade to the next, certain expectations  
9 need to be met, but first they need to be  
10 articulated.

11           We have annual goals that are built upon  
12 community assessments, built upon needs  
13 assessments. We publish this, adopted by the Board  
14 of Education, attached an action plan, and I hold  
15 every one of our administrators accountable for it  
16 because their name is attached to an action in this  
17 goal book. If they don't, they're either moved to a  
18 different position or they're encouraged to leave or  
19 held on salary step, and I've held four people on  
20 salary step, zero salary increase, in my tenure so  
21 far.

22           We've also asked for the absolute toughest  
23 management educational audit any district can ever  
24 experience, and that is called a Phi Delta Kappa  
25 audit, and it's no good news for any district asking

1 for this kind of audit. It is filled with  
2 inadequate--statements of inadequate here,  
3 inadequate there, but it's what we asked for, I  
4 asked for.

5 I suggested this to our Board of Education  
6 as early as 1995 in my interview to come here. I  
7 said, "From what I know about Waterloo Schools, I  
8 really believe we need some competent world  
9 comparisons, people who are not only nationally  
10 renowned but worldwide renowned, and we did.

11 Fenwick English (phonetic) came in, and we  
12 had six lead auditors, the only time this has ever  
13 happened in the history of their audit practices  
14 where they conducted these audits for 300 school  
15 districts. Six lead auditors from around the nation  
16 converged on Waterloo Schools and identified the  
17 things that we already knew we needed to address.

18 But more importantly, they provided the  
19 strategies for achieving and guided us to districts  
20 where their recommendations have been implemented  
21 and turned into a success story. And I've contacted  
22 those districts, and I'm pleased to say that we're  
23 on the same track as some of those districts who  
24 have turned literally around and eliminated those  
25 gaps, those predictors of academic success. All of

1 those predictors in two districts that I've called  
2 have been basically eliminated.

3 We've strengthened our ties with Wartburg  
4 College with the Minorities in Teaching Program and  
5 hired graduates from that program. 17 have  
6 graduated from that Minorities in Teaching Program,  
7 and we have already begun the hiring process.

8 My assistant superintendent is also in  
9 charge of human resources, and one of her priorities  
10 certainly--and she's already made progress on  
11 this--is to strengthen the staff development and the  
12 number of minorities in our system, and she's making  
13 headway, absolute headway. She's not only doing  
14 that. She has a network throughout the state, is  
15 recognized by the network and serves on the Board of  
16 Regents for the regents institutions in the State of  
17 Iowa, so she has a much better, bigger perspective  
18 than just Waterloo Schools.

19 I present that in a quick overview fashion  
20 because I believe all of these bigger things,  
21 including the audits, the broader approaches to  
22 discipline, leadership development, classroom  
23 instruction, standards in curriculum, all play a  
24 role into the spin-off of the statistics and  
25 perceptions that might be held by some.

1           MR. COOPER: My name is Bernard Cooper.  
2 I'm director of student services. I've been with  
3 the district for 29 years, and I was recruited here  
4 as a minority teacher back in 1970. There was seven  
5 teachers came down here from a small black college  
6 in Little Rock, and they recruited seven of us to  
7 come here. There's still two of us still here but  
8 only one in the district, which is me.

9           I have enjoyed the Waterloo Community  
10 School District. I have two daughters that have  
11 gone through-- One has gone through the system.  
12 One is a senior this year. My oldest daughter  
13 started out in elementary school at Longfellow  
14 Elementary School, and there's a lot of citizens in  
15 the district who would not send their child to  
16 Longfellow.

17           I told my wife, "They can go to any school  
18 they want to. It depends on what the child gets out  
19 of the education," and my oldest daughter now is a  
20 teacher in Houston, Texas. We tried to get her to  
21 say, but she wanted to go to Texas. Being single,  
22 we let her go. My wife is still upset about it. We  
23 still let her go.

24           My youngest daughter also went to  
25 Longfellow and Central Middle School, as my oldest



1 did, and she's a senior at East High School, and  
2 she's in the top 10 percent of the graduating  
3 class. In fact, she already has a full scholarship  
4 to UNI and been offered a partial scholarship to  
5 Iowa State.

6           The minority students have had some  
7 problems. I can speak of the senior class at East  
8 High right now. The top 20 graduates of that class,  
9 12 of them are minorities, which speaks highly for  
10 this group of students. A lot of these students  
11 personally I've known. Since they were the age of  
12 my daughter, I watched them progress through the  
13 system, and they've done quite well through the  
14 system.

15           But on the other end, the numbers, the  
16 amount of dropouts that we have, the minorities are  
17 still 30 percent of the dropouts in the district.  
18 They receive a large proportion of referrals which,  
19 you know, is not good on our part, but when a  
20 student acts up in class, you have to discipline the  
21 student regardless of what race the student is.

22           Probably one of the most--worst part of my  
23 job is when we have to take a student to expulsion,  
24 when we sit there and decide the student's  
25 education, if they're going to be out of the school

1 for the semester or the year. As far as numbers,  
2 back in 1995 the board took 82 students to the  
3 board. So far this year we've only taken two.

4 And we do have a zero tolerance for  
5 weapons. As far as discipline referrals brought  
6 from 1995, we had over 10,000 referrals, and as of  
7 last year we only had 6500 referrals. So the  
8 numbers are going down for the referrals. One of  
9 our two major goals in the district is to reduce the  
10 dropout rate and to increase student achievement.  
11 As Arlis has said, we made a big emphasis, every  
12 time Arlis speaks to someone in public he always  
13 mentions those two goals, but those two goals are  
14 the ones he talks the most on.

15 And as Leon Mosley pointed out, we do have  
16 a serious problem with our younger students  
17 loitering on Fourth Street. It is a major concern  
18 with the police and education because some of those  
19 students should be in school. And we have a problem  
20 trying to get those 14- or 15-year-olds in the  
21 school.

22 Safiyyah mentioned last night that we have  
23 alternative programs. We have several alternative  
24 programs. We have an Expo program. This is a  
25 program where if students drop out of high school

1 from East or West, they can go there and pick up  
2 their high school diploma. It's not a G.E.D. It's  
3 a high school diploma.

4 We also have a program for students that  
5 have attendance problems in high school, they  
6 transfer to WAPA. It's Wartburg Alternative Program  
7 for Attendance. Once they're there, they can earn  
8 credit. Some of them they earn two credits and then  
9 return back to one of the high schools.

10 We have another program for middle--middle  
11 age students. These are sixth, seventh, and eighth  
12 graders who have discipline problems in the  
13 building. They may go there for anywhere from three  
14 to eight weeks, and at the end of that period they  
15 return back to that program. We have a Safe School  
16 Program, which is run through the Cedar Valley with  
17 grant money, and it's for students who may spend  
18 anywhere from one to ten days there if they have a  
19 serious problem. Most students stay there for an  
20 average of four or five days.

21 We have also a Four Oaks Program. This is  
22 a program where students are referred by the  
23 juvenile court system. Once they get on paper, they  
24 end up down at the police station. The high school  
25 students go to the Four Oaks Program. We also have

1 an alternative program where students at Four Oaks,  
2 they're there with the high school program. They  
3 aren't in the system. They may be referred by the  
4 one of the building administrators who feel they  
5 need to have those services.

6 We've recently hired two juvenile court  
7 services workers, and they work currently in our  
8 school buildings with students who are on paper or  
9 students who may potentially become on paper. They  
10 work mainly with the ninth graders and the middle  
11 age students who we identify through one of our  
12 programs, our Encourage Program.

13 We have two Lutheran Services attendance  
14 officers, and they work with families of students  
15 who have attendance problems, and these students can  
16 be identified by the building principals. They may  
17 receive referrals from the building principals, and  
18 they work with the families for 30 days trying to  
19 address the needs of the families to get these  
20 students in schools, and the program is working  
21 quite successful right now. I have some numbers.  
22 I'm not going to go through the numbers. I'll give  
23 you a copy of the sheet for suspension referrals and  
24 that. I can let Patrick share with you about  
25 special education.

1 MR. CLANCY: Hi, my name is Patrick  
2 Clancy. I direct special needs, and I'm fairly new  
3 to the district. This is my third year here, and  
4 three years ago the Waterloo district basically took  
5 over the operation of the special education programs  
6 from the intermediate agency that operates within  
7 this area, Area Education Agency 7, and basically  
8 for twenty-some years their Education Agency 7  
9 provided for the instructional programs of any  
10 special education identified students. They did  
11 that in the buildings, in the Waterloo buildings,  
12 but they provided the program.

13 We did that for a number of reasons, but  
14 certainly one of the primary ones is ownership that  
15 we believe we have responsibility for all kids  
16 within the Waterloo system and picked up the  
17 operational program for that reason, at the same  
18 time basically went through a planning process where  
19 all buildings basically defined how they will  
20 provide special education services within their  
21 building based upon a need-based type of system,  
22 trying to move students more back into the  
23 attendance areas that they would be attending if  
24 they did not have a disability, and we implemented  
25 that two years ago, and that's in implementation

1 now. What that really has led to is an increase in  
2 inclusional practices for special education students  
3 in the district across the 22 buildings and has also  
4 led to kids attending the schools that they  
5 otherwise would attend. We really define it as a  
6 need-based program, to some degree de-emphasizing  
7 what we call student in terms of what your  
8 disability is in, trying to put the emphasis on what  
9 is your need and providing for that need within the  
10 system.

11           Within the district basically we have about  
12 1600 students that are identified as special  
13 education or instruction for instructional  
14 purposes. That does not include support only types  
15 of students, which is approximately 35-- Oh, of  
16 that 1600 students, about 35.5 percent are minority  
17 students. Our minority population in school during  
18 that same time period is just over 32 percent, so  
19 it's very comparable to what the population of the  
20 district is.

21           We do have a second opinion process in  
22 place which is basically designed to be a safeguard  
23 to prevent the overidentification or  
24 underidentification in certain areas of minority  
25 students as being disabled and also for movement

1 into more restrictive types of placements to assure  
2 that we are not moving into more restrictive type of  
3 placement than is warranted. It's a safeguard for  
4 minority issues, and that's been fairly effective in  
5 assisting with that process.

6 Let me overview ESL so there's a few  
7 minutes for questions here. English as a Second  
8 Language changed considerably in this district  
9 during the last number of years. In December of '96  
10 basically there were 59 students in our second  
11 language program. Today we have just over 700.

12 Basically the difference has come about  
13 because of the immigration of Bosnians into this  
14 community. Our ESL population is made up of about  
15 75 percent Bosnians and 24 percent Hispanics, and  
16 then the 1 percent is a few other language groups  
17 but certainly small in numbers.

18 So really that explosion over this last few  
19 years has really changed the way that we're  
20 providing services here. We do not provide a  
21 bilingual English as a Second Language type of  
22 program. We do provide more of an emergence English  
23 as a Second Language program, but we do bridge that  
24 with native language interpreters. So we have  
25 native language interpreters, basically Bosnian

1 people that are proficient in English as well as  
2 Serb, Croation, and Spanish people that are  
3 proficient in Spanish as well as English that are  
4 bridging that gap as well.

5           We're providing a wide variety of different  
6 kinds of services. In some elementaries it's pretty  
7 much full inclusion type of services where you  
8 probably have half of the primary English teachers  
9 alongside half of their second language peers  
10 learning together in that environment. In other  
11 places we have more than 17 type of ESL services,  
12 especially for those that are new to this community  
13 or new to English language kind of instruction  
14 giving them a start in terms of more self-contained  
15 kinds of services and then building from there. And  
16 that then changes as you get into the high school  
17 where we have more sheltered kinds of services  
18 because the needs are different in the high school  
19 setting.

20           But basically-- And we were awarded this  
21 last spring a Title VII Bilingual Comprehensive  
22 School Grant, which is basically designed to do  
23 three primary tasks. One of them is to align our  
24 curriculum to really look at the curriculum as it  
25 relates to second language learners. Another one is



1 to deal with transition issues, particularly the  
2 transition issues from high school into adult life,  
3 and certainly from a Hispanic Spanish-speaking  
4 standpoint we need to increase the graduation rate  
5 and increase our transition services to keep them in  
6 school and to assist them with graduating. And the  
7 other one is a parent component to strengthen our  
8 connecting with parents and families of second  
9 language learners.

10 CHAIRPERSON WEITZ: Thank you.

11 MS. FRIAUF: Last night as we heard from  
12 members of the community, we heard good praise for  
13 the school system. One of the concerns we heard was  
14 that there aren't enough female minority teachers to  
15 act as role models, especially I think in the high  
16 school level. How do you address that?

17 DR. SWARTZENDRUBER: I think as I alluded  
18 to in my introductory remarks, Bev Smith, our  
19 associate superintendent for human resources, is  
20 working diligently, and we are--. The philosophy is  
21 grow our own. We can recruit all we want, and when  
22 you're the lowest paid state in the Midwest as well  
23 as many parts of the nation--we're at No. 37 in the  
24 nation--we can't recruit.

25 And so we are working with--through the

1 student leaders that Bernard is working with as well  
2 as future teacher clubs. The desirability to get  
3 into the teaching profession from Iowa, from  
4 Waterloo, is one of our major sources of minorities  
5 in the teaching profession. That's why we're--  
6 It's a long-term process and one that we were  
7 committed to as well as the Wartburg program as well  
8 as the UNI program, but those future teaching  
9 programs must produce our lifeline for teacher  
10 candidates, and I believe they are. The recruiting  
11 has not paid off for us one bit in terms of going  
12 externally.

13 MR. JENKINS: Just a commentary. If  
14 Bernard cannot keep his daughter here, something is  
15 wrong with the community or something is wrong with  
16 the recruiting methods, and that is something that  
17 hopefully you will work on not only with the  
18 organizations but with some insight from some of the  
19 community organizations also.

20 MR. VAN LO: I'm very impressed with the  
21 school discipline that you have here, the discipline  
22 go down, its motion of going down, so on and so  
23 forth. But my question is, you still have 34  
24 percent of dropout. Does that mean a volunteer  
25 dropout or has nothing to do with this figure you

1 have here? How is that gap in there?

2 MR. COOPER: We're dealing with the law  
3 that students at the age of 16 can decide they are  
4 going to drop out of school, and we have a lot of  
5 minorities that are trying to provide activities at  
6 other schools to go that way, and there's not much  
7 we can do. We can try to keep them in school, but  
8 when you have forces that are greater than what  
9 their future looks like, that's why a lot of them  
10 choose to drop out. It's not that we're pushing the  
11 kids out the door. This is the choice that they're  
12 making.

13 DR. SWARTZENDRUBER: I think another impact  
14 will be our standards and benchmarks. We know from  
15 research that many students decide to discontinue  
16 their education because they're not successful or  
17 for some other reason, and to some extent-- There  
18 has been research on the push-pull factor, how many  
19 are pulled out of school versus how many of pushed  
20 out, and we want to eliminate as much as possible  
21 the push-out factor.

22 And we believe when they are successful in  
23 the early grades-- And reading is key, that's our  
24 focus. Absolute focus right now is reading. When  
25 they can read, they also achieve in other areas.

1 When they get to high school in the ninth grade, we  
2 have experienced that decision-making process to  
3 float along until they have--they're at the age they  
4 can drop, because they do not have the reading  
5 skill, and they do not have some other skills.

6 And to subject them to a high school  
7 curriculum and expectation that gives grades and  
8 credits and where they're not able to receive those  
9 grades and credits because of actually failing  
10 seventh grade, seven and eight, is a disservice to  
11 them. That's why we implemented the departure from  
12 social promotion. We believe there needs to be  
13 another year to become successful, and it's working.

14 CHAIRPERSON WEITZ: And I think reading is  
15 one of the areas that you can easily incorporate  
16 multicultural education into the reading program.

17 DR. SWARTZENDRUBER: Absolutely.

18 CHAIRPERSON WEITZ: My question about the  
19 dropout rate is, because-- Am I right that 14.5  
20 percent of the population of Waterloo is  
21 African-American?

22 DR. SWARTZENDRUBER: Yes, but 31 percent of  
23 our students in the school system are minority.

24 CHAIRPERSON WEITZ: Oh, I thought you said  
25 31 percent dropout rate.

1 DR. SWARTZENDRUBER: No. 31 percent of our  
2 students in the school system are minority, but the  
3 community at large.

4 CHAIRPERSON WEITZ: So my question related  
5 to that. The students that drop out, are you  
6 talking drop out of mainstream school not to reenter  
7 and they're not picked up by any other program?

8 DR. SWARTZENDRUBER: Well, both. That's a  
9 collective.

10 CHAIRPERSON WEITZ: That's across the board.

11 MR. VAN LO: You say reading is the main  
12 core of-- I think that's what you said. How do you  
13 deal with the Bosnian student, Hispanic student that  
14 came here in ninth grade and they have to finish  
15 high school in four years?

16 MR. CLANCY: That's been a major problem  
17 and has been a major problem, and certainly that's  
18 one of the major things we're dealing with through  
19 the Title VII grant. First of all, to answer your  
20 question, we're enrolling them in ninth grade and  
21 working with them towards getting credits.

22 But what we're doing to try to accelerate  
23 that process is writing tests in their native  
24 language that are comparable to our tests so we can  
25 test them in different content areas and that they

1 have mastered the content, then provide--give them  
2 credit basically for that. So that's one process  
3 that's under way.

4 And we do have, especially the Bosnian  
5 population, a large number of individuals that their  
6 education was interrupted for a number of years  
7 because of the war that would look at graduation at  
8 22 or something like that, age 22, so there's a real  
9 disincentive for them to stay in school that long.

10 We've connected them with some other State  
11 resources. Job Corps in Denison is an example of  
12 one place where a number of Bosnians have gone to  
13 get an alternative high school diploma and better  
14 prepare them for the world of work and all of that  
15 as an alternative to going the more traditional  
16 route. It certainly is one of the major issues and  
17 one of the major issues that we're addressing  
18 through the Title VII grant.

19 MR. VAN LO: Last night we heard from one  
20 speaker saying you put some of the students in one  
21 semester of ESL class and that after that they exit  
22 from the ESL program. My question to you is, what  
23 is the procedures of ESL student to get exit--or  
24 getting out of the ESL program?

25 MR. CLANCY: It's going to vary whether

1 we're talking elementary, middle school, high  
2 school, and transitioning from one to another, but  
3 basically it is a language assessment. We do use  
4 the last language assessment skill as an indicator  
5 of student's readiness to comprehend and use  
6 language and move into a more integrated setting,  
7 but it's only one instrument that we use. Basically  
8 teacher referral and put in observational type of  
9 data is put together with that.

10 I think we're moving quickly to integrate  
11 students while still supporting them in the OCR  
12 agreement. They're certainly there more than one  
13 semester in sheltered type of classes, but when they  
14 show the readiness to really be a bigger part of the  
15 community of the school, we're moving them fairly  
16 quickly into that.

17 MR. VAN LO: Maybe you know already the  
18 studies. How long do most students stay-- How long  
19 did they stay in ESL?

20 MR. CLANCY: ESL has shifted, has changed  
21 some in the last three years here.

22 MR. VAN LO: In the Waterloo School  
23 District. How long do students stay in ESL?

24 MR. CLANCY: Oh, okay. It's based upon  
25 individual need. They'll stay in terms of

1 monitoring some level of services at least for five  
2 years, but during those last couple years, it may  
3 very well be more the family services than the  
4 direct student services.

5           Some of them, you know, we've got students  
6 that are coming here from Germany where they are  
7 fairly proficient in English, and so they may only  
8 be in ESL services for a semester while they orient  
9 to Waterloo. And then there's others that come here  
10 with no English at all. They may be in ESL for  
11 direct kinds of services for three years and then go  
12 in more. It really does vary.

13           MR. HERNANDEZ: Two quick questions. Do  
14 all the non-English-speaking students take--that are  
15 eligible take Iowa Test of Basic Skills?

16           MR. CLANCY: No. We're basically looking--  
17 We look at the Iowa Test of Basic Skills as having  
18 a bias towards English language and are not  
19 incorporating second language learners during those  
20 first few years of learning English--the English  
21 language into Iowa Test of Basic Skills, so they are  
22 being exempted from that because of the language  
23 bias there.

24           MR. HERNANDEZ: Is there a comparable test  
25 that you give in their native language?



1 MR. CLANCY: There's academic types of  
2 achievement tests that we are using. Our standards  
3 and benchmarks are set up with performance  
4 assessments so there basically is a way to measure  
5 their performance there. We do measure their  
6 academic performances.

7 They move from one level to another. I  
8 don't know that I would say that it's comparable to  
9 the ITBS, and we are including them into ITBS when  
10 their language acquisition is sufficient that it  
11 would be an adequate measure.

12 MR. HERNANDEZ: And the reason I'm asking  
13 is because there's tons of money that's coming in  
14 for State support and federal moneys for  
15 non-English-speaking students, and still we're  
16 having-- According to a lady that spoke last night,  
17 there's still dropout problems for the Hispanic  
18 students and probably the-- I don't know about the  
19 Bosnians, but the fact of the matter is, does the  
20 school district operate in a vacuum, or do they  
21 coordinate services with people in welfare reform  
22 and the police department?

23 MR. CLANCY: I wasn't here during her  
24 presentation, so I don't know specifically what it  
25 was, but I think there might be some things going on

1 that she may not have been aware of. Certainly from  
2 the community standpoint we're coordinating very  
3 well. To all the Bosnian intakes we're very much at  
4 that table with all the service providers, including  
5 Lutheran Social Services and all of that for--

6 MR. HERNANDEZ: Parent advisory councils  
7 for ESL for Hispanics and Bosnians?

8 MR. CLANCY: Yeah, the parent advisory  
9 council, there are some parents that are second  
10 language parents that are on site councils at this  
11 time in the places that have a big percentage of ESL  
12 services. In terms of having a specific advisory  
13 council, it is just being organized at this point.

14 It also is one of the--the third goal of  
15 the Title VII grant having to do with the family  
16 connectedness. One of the primary activities around  
17 there is the parent advisory group of second  
18 language parents to provide greater guidance to the  
19 district.

20 MR. HERNANDEZ: Thank you very much.

21 MR. JENKINS: Let me just follow up with a  
22 couple questions on the exemption from the Iowa  
23 Basic Test. In our travels around the nine states  
24 that we handle, we've heard complaints from citizens  
25 that their kids are exempt from the Iowa Basic Test,

1 basically Hispanic kids, and the parents are not  
2 told about it, not even explained. The kids say--  
3 They'll bring home a waiver and have mama or papa  
4 sign it, and no explanation is given. What is  
5 happening and what are you doing in terms of  
6 educating the community as to the reason why those  
7 kids are being exempt from those tests?

8 MR. CLANCY: There could be some things  
9 happening that I'm not aware of. It hasn't come up  
10 here in terms of anybody that has addressed  
11 specifically with us the concern that we've exempted  
12 them, but there probably is a lack of specific  
13 activities like what you're saying that are going on  
14 to make sure that those parents are well aware of  
15 the fact that we are exempting them, so it's  
16 something that we probably need to improve upon.

17 MR. JENKINS: One follow-up question. In  
18 terms of the school district being monitored by an  
19 Office of Civil Rights Department of Education, what  
20 are some of the shortcomings of the district and  
21 what are some of the things you're working on now in  
22 terms of that audit by the Office of Civil Rights  
23 Department of Education?

24 DR. SWARTZENDRUBER: Well, I can say going  
25 back to the whole approach towards student behavior

1 is one. You can change policy, which we have. That  
2 was recommended in that--in the OCR agreement. We  
3 formed a discipline committee--district-wide  
4 advisory committee on policy as well as program.

5 But I believe the policy, the revisions  
6 there, it was only a small part of the overall  
7 picture. We wanted to go beyond. We wanted to see  
8 all of the discipline referrals decline for a  
9 reason, and we wanted to connect it to learning.

10 And I believe the standards and benchmarks  
11 and the connection then with student behavior,  
12 proper expectations, how to expect--how to accept  
13 responsibility, what to do in terms of peer  
14 mediation, and how-- what the role would really be  
15 and why for interventionists, adult interventionists,  
16 at the very schools.

17 That has happened since the OCR agreement  
18 as well as peer mediation groups on occasion. How  
19 you can work these things out among yourselves with  
20 experienced, trained students to participate in  
21 improving student behavior, how we formulate  
22 classroom rules and what the role of the teacher  
23 would be and what their training is--what training  
24 is required.

25 We've had scores of teachers go through

1 literally weeks of training on the control theory as  
2 well as other student behavior models, and there's  
3 no one school implementing a program that is stamped  
4 out district-wide. They have also personalized it,  
5 tailored it to individual schools. And that report  
6 in the newspaper simply reflects that kind of an  
7 approach.

8 I think on a broader scale that has  
9 happened to set free the schools to embark upon a  
10 student behavior program that they believe based  
11 upon research and track records and best practices  
12 works. That went beyond policy. And as a spin-off,  
13 we see almost the elimination of expulsions, and as  
14 a spin-off, we've seen a dramatic decline.

15 In one school it went from hundreds per  
16 year in terms of student referrals to this year five  
17 so far this year, and three were on the bus. That's  
18 the kind of approach. We also have-- The staff  
19 development has occurred but not necessarily in a  
20 prescriptive district-wide fashion, even though some  
21 of that happened.

22 We wanted to foster staff development to  
23 occur at the grass roots. I know how I accept it as  
24 a teacher a district-wide staff development day  
25 devoted to whatever topic we determined was

1 necessary for them. Instead we reversed the  
2 process. The staff development comes from within,  
3 within a building, and it emanates from the need  
4 that they've identified, and the parent--the site  
5 counselors play a critical role in all this too. 50  
6 percent parents, 50 percent teachers, and they  
7 openly talk about the connection with discipline to  
8 student behavior and learning, and they participated  
9 in our departure from social promotion.

10 That's how I think we effectively addressed  
11 most of the agreement with OCR, and I'm only  
12 touching on the surface. With a broader approach to  
13 what needed to be done, it takes longer to get there,  
14 but the results are lasting and far more dramatic  
15 than a blanket in-service or "You will go off to  
16 some sort of sensitivity training." It's a far  
17 different approach.

18 MR. JENKINS: And briefly, what are some of  
19 the shortcomings?

20 DR. SWARTZENDRUBER: The shortcomings are  
21 it takes a long time. There are plenty of  
22 shortcomings. The dramatic turnaround time, even  
23 though it may be that deep, people look at an  
24 instant fix, and that may be good for the short term  
25 in some cases. We're looking for this. We're

1 looking for a deep, deep fix.

2 MR. JENKINS: Do you still welcome the  
3 oversight review of OCR at this point, or do you  
4 wish OCR would continue to go to another district?

5 DR. SWARTZENDRUBER: I welcome their  
6 insight, and, you know, we can both learn. If they  
7 can say, "Look what Waterloo is doing," or if they  
8 can say, "Look what Newport News, Virginia, is  
9 doing," or some other city in the Midwest, I welcome  
10 that. That's fine.

11 CHAIRPERSON WEITZ: Can I just ask how many  
12 counselors in the school system are minority?

13 DR. SWARTZENDRUBER: The high school  
14 counselor ratio, I think we have, what, five at  
15 West, four at East, and we have-- I don't know the  
16 exact count. We have elementary counselors. In  
17 fact, that surprised Senator Harkin that we had  
18 elementary counselors, even though they may be split  
19 between two buildings. My guess would be eight at  
20 the elementary.

21 MR. COOPER: There's ten.

22 DR. SWARTZENDRUBER: Ten counselors at the  
23 elementary. We have 14 buildings.

24 MR. CLANCY: And then at least one in each  
25 middle.

1 CHAIRPERSON WEITZ: And how many of those  
2 counselors are minority?

3 MR. JENKINS: Can you provide that  
4 information to us?

5 DR. SWARTZENDRUBER: We can provide that.

6 MR. VAN LO: I'm curious. Yesterday we  
7 heard about equity coordinator. Does such a person  
8 exist as a job assignment, or what is it?

9 DR. SWARTZENDRUBER: The point person is  
10 Bev Smith, our associate superintendent for human  
11 resources, but we all view ourselves as  
12 coordinators. We all bear a responsibility to carry  
13 out our-- I don't think any one person, even though  
14 Bev is the point person and triggers the committee  
15 work as well as the advisory council work and so on,  
16 but that's also funneled to all of us, and we all  
17 have a corner of the market of responsibility.

18 MR. VAN LO: So you don't have-- You have  
19 a job assignment that you assign to--

20 DR. SWARTZENDRUBER: For her, yes.

21 MR. VAN LO: For her. You don't have a  
22 person who just does equity?

23 DR. SWARTZENDRUBER: Just that. I've  
24 examined that in depth, that if it's a person, it  
25 never--that person over time accumulates baggage,



1 accumulates goodwill as well as doubt among some  
2 people, and as a result they're in the firing range,  
3 good and bad.

4           And when more people are responsible, you  
5 have a point person as well as various structure set  
6 up with that person. It seems to weather the need,  
7 the barrage of either complaints or whatever might--  
8 In terms of challenges as well, it seems to have the  
9 ability to react and actually provide this deeper  
10 kind of action plan than simply a person cranking  
11 out goals and objectives and action plans.

12           MR. VAN LO: Don't you think sometime that  
13 if you have a person inside usually that person  
14 usually tends to be bias by being the district side  
15 instead of listening to the other side of the  
16 community or the parents or the students, whatever?

17           MR. CLANCY: I heard that last night when I  
18 was here too that that might be a concern with the  
19 way we have it structured, and I don't think that is  
20 the case the way that it's structured with the  
21 district. We have certainly that oversight person  
22 for it. She does have a steering committee that's  
23 based on--that's a school-based type of steering  
24 committee, and it is in the process of reactivating  
25 the community-based equity committee, so I think

1 that those are things that help to offset that  
2 potential for bias.

3 MR. VAN LO: So do they have meeting once a  
4 month, once a week, whatever?

5 DR. SWARTZENDRUBER: She has community  
6 meetings very frequently, like every other week  
7 within the--

8 MR. VAN LO: And then report to you and  
9 report--

10 DR. SWARTZENDRUBER: Yes.

11 CHAIRPERSON WEITZ: Thank you.

12 (Recess taken.)

13 CHAIRPERSON WEITZ: The meeting will come  
14 to order. There's several of us that have  
15 appointments, and we're going to make a real strong  
16 effort this second half to get out on time, so I'm  
17 going to be a lot more strict about time  
18 constraints. Could you please tell us your name and  
19 your mailing address?

20 MR. REED: My name is Walter Reed, Jr. My  
21 address is 521 East Dale Street, Waterloo, Iowa  
22 50703. The Waterloo--City the Waterloo Commission  
23 on Human Rights, of which I'm the executive  
24 director, has been in existence since 1965, and we  
25 basically have three purposes by which we operate.

1           Number one is to provide for the  
2 enforcement of the federal and State Civil Rights  
3 Act in the City of Waterloo, Iowa. Law says that  
4 any city with the population of 29,000 or more must  
5 have a local Human Rights Commission. We are one of  
6 23 commissions in the state of Iowa, and we  
7 provide-- Again, we receive and we investigate  
8 alleged discrimination cases.

9           Our commission is run by ten volunteer  
10 commissioners. They are interviewed and appointed  
11 by the Mayor and City Council, and they make up the  
12 council. Myself, two human rights specialists, and  
13 an administrative secretary makes up the staff.  
14 There is six full-staffed commissions in the state  
15 of Iowa.

16           As far as enforcement is concerned, we have  
17 a number of programs that we offer in the City of  
18 Waterloo under ordinance. One, again, we receive  
19 and investigate complaints. We are currently  
20 working with Myrtle and the Department of HUD  
21 Housing and Human Development to incorporate the  
22 Fair Housing Act under our ordinance.

23           At this point we have the interim  
24 agreement. We just received it last Thursday. It  
25 is at our attorney's office right now, the City

1 Attorney's office. After the City Attorney has  
2 looked at that, then we're going to take it to  
3 Council for action, and we're really excited about  
4 having that enforcement authority within the City of  
5 Waterloo.

6 In addition to that, we offer mediation,  
7 which we have been able to resolve a number of  
8 complaints through our mediation process. We have  
9 trained and offered to the community mediation  
10 training for neighborhood associations, for senior  
11 citizens programs.

12 And they've used those mediation skills for  
13 mediation in small claims court as well as  
14 neighborhood mediations around the City of Waterloo  
15 and Cedar Falls. We have a program that we call  
16 Chat and Chew. This is a service under our  
17 education outreach where a complainant or someone  
18 who feels they've been treated unfair can come into  
19 our office.

20 And what we try to do is informally set up  
21 a meeting with the incident doer and try to come up  
22 with some solution. It's not a formal complaint.  
23 It's an informal complaint, and many citizens in  
24 Waterloo opt to use that, and we've been able to  
25 bring many people together because of a

1 miscommunication.

2           We've been able to resolve a lot of  
3 situations through this Chat and Chew. We've also  
4 been able to bridge some understanding between--  
5 For example, it's the Christmas season, and you have  
6 shoppers out at the mall, and sometimes these people  
7 get stopped. Some security officer think they may  
8 have shoplifted, and they found that they didn't.  
9 That causes quite a stir.

10           We've been able to meet with the mall  
11 managers, for example, and talk this issue out and  
12 then help the persons who feel they've been treated  
13 unfair to understand it's part of the job that they  
14 have to do, and we've looked at statistics,  
15 et cetera, and we haven't found any discrimination  
16 in that area.

17           The commission is also involved in what we  
18 call education outreach. We're really pleased with  
19 our educational outreach programs. Along about 1996  
20 I realized that we needed to do something other than  
21 enforcement in this city if we're going to bring  
22 people together and really work on race relations  
23 issues, diversity issues.

24           And so we began in April of '97 we had a  
25 community forum at West High School's auditorium.

1 About 50 community citizens representing Black Hawk  
2 County showed up that evening, and we discussed the  
3 possibility of establishing a Community Diversity  
4 Appreciation Team.

5 For the purposes of talking about race  
6 relations and how we can improve race relations, we  
7 wanted to introduce the forum called Study Circles  
8 to see if this community was willing to sit down and  
9 talk about race in a forum such as Study Circles.  
10 We also had Steve Rapp, our district attorney, who  
11 was here, and he talked about hate crimes and what  
12 hate crimes really mean.

13 And we had-- We wanted to make sure that  
14 students in the community realized that hate crimes  
15 was more than just some little incident, that you  
16 could actually spend time in jail if you're found  
17 guilty of committing hate crimes in this area.

18 When we started this, we had basically as a  
19 commission provided three community outreach  
20 programs. One was a minority business conference.  
21 One of the missions of the City, one of the goals of  
22 the City, is to eliminate barriers that exist for  
23 minority businesses and to support affirmative  
24 action in the City.

25 I looked around, and there wasn't in my

1 opinion very many departments or there wasn't a real  
2 initiative coming from the Mayor or Council to  
3 really address this, so we sponsored the Commission  
4 on Minority Business Conference. We had two that  
5 were very successful.

6           What we did was send out a survey to the  
7 minority businesses. We asked them what their  
8 issues were, and then we formed the conference  
9 around their issues, and then we also asked them if  
10 they would be willing to come, and we had quite a  
11 turnout for both conferences. It was really, really  
12 well received.

13           Then we went into a conference. We were  
14 concerned about youth in this community. I've been  
15 working with young people through various nonprofit  
16 programs since I moved back here in 1979, and so we  
17 formed what's called a Young Hearts Young Minds  
18 Youth Conference, and this conference is designed to  
19 provide some skills training for young people on how  
20 to deal with peer pressure.

21           We were hearing there was issues of sexual  
22 harassment between faculty and students, and these  
23 concerns were coming from parents, so we were trying  
24 to figure out a way in which we could put together a  
25 conference to help students understand these issues

1 and get some skills, some basic skills in those  
2 areas.

3           We've had this conference for three years.  
4 It's been successful. We invite probably ten to  
5 fifteen high schools, not only in Black Hawk County  
6 but surrounding counties, because we also believe  
7 that it's important to bring school districts where  
8 there's primarily one race together with  
9 African-Americans, Indians, and we've had a very  
10 good turnout for these youth conferences, and the  
11 training has been really, really great.

12           We've also provided as a commission what we  
13 call the Human Rights Day. Every December 10 since  
14 1948 the United Nations--the General Assembly of the  
15 United Nations has Human Rights Day, and so we have  
16 decided that we would have an event every December 10  
17 as Human Rights Day, and what we decided to do is  
18 again recognize other groups, organizations,  
19 individuals who have done a good job in human rights  
20 and civil rights in this community.

21           And it's a way of taking the stigma away  
22 that this commission was only after enforcement  
23 because we know there's other people that need to be  
24 engaged in order to really deal with the issues of  
25 discrimination in this city. So we've had this



1 luncheon, and it has been highly successful over the  
2 last several years.

3           Once we formed the Diversity Appreciation  
4 Team in '97, we've had just a host of very exciting  
5 activities that have come from this approach. This  
6 is a collaboration between the commission and the  
7 community, and they call themselves the Cedar Valley  
8 Diversity Appreciation Team.

9           The commission's role is that of a  
10 sponsoring agency, and we work with the Study  
11 Circles Resource Center out of Plum Creek,  
12 Connecticut, (phonetic) who provides the  
13 curriculum. And we purchased the curriculum. We  
14 distribute it out to the groups, but this would not  
15 be successful if it wasn't for the community  
16 volunteers who have come forward to make this  
17 happen.

18           We are trying to develop and build  
19 community ownership of this movement, and it is  
20 bringing races together. Most people said when we  
21 started that it would not work, but as I listened to  
22 people, I had served on about 15 race and diversity  
23 panels over a two-year period prior to 1997.

24           And what I kept hearing consistently was  
25 there was many great programs that started, but they

1 got bogged down because someone would start  
2 attacking someone personally in the group, and after  
3 a period of time people would quit coming. So we  
4 lose out on a great opportunity. And we decided  
5 Study Circles was the forme because we have a  
6 trained facilitator, and we have ground rules that  
7 everybody agrees to.

8           And as a result of that, we've had probably  
9 15 rounds of Study Circles in this community. We're  
10 close to probably 200 people that have completed the  
11 five-week Study Circles program, and based upon the  
12 activities that we've had, we've probably had close  
13 to 1,000 people who have come to our activities and  
14 events.

15           This T-shirt is an example that came from  
16 one of the volunteers in the diversity program. Our  
17 motto is, "What you permit you promote." And the  
18 design came from one of the volunteers. We decided  
19 we'd put T-shirts on. We'd walk in parades, set up  
20 booths, information booths, and recruit people to  
21 get involved.

22           We also just had our second conference on  
23 race. We're consistently getting 250 to 300 people  
24 to come and talk about race. We want to talk about  
25 race at the conference. One of the other issues

1 that oftentimes comes up is diversity and some other  
2 things, but race is what we're doing.

3 I'll show you this bag because John Deere  
4 Community Credit Union purchased these bags so that  
5 we could give these out to people who come to the  
6 conference, and they've also signed on as a partner  
7 for this initiative, and we're working with them to  
8 provide Study Circles in other communities where  
9 they have branch offices.

10 We have a major announcement to make in  
11 January about a financial arrangement with them, and  
12 we also believe we can pursue other avenues as well  
13 to fund this because this has actually become a  
14 full-time job. I could actually hire someone to do  
15 the diversity initiative in the City of Waterloo,  
16 and it would take up 40 to 50 hours of their time to  
17 do so.

18 We have had what we call the Neighborhood  
19 Harmony Festival, and we're trying to expand that  
20 with neighborhood organizations. This is where the  
21 neighborhoods would recognize the diversity they  
22 have within their own neighborhoods, and they would  
23 do certain activities, for example, a Welcome Wagon  
24 in their neighborhood.

25 If they have a new family moving in, you

1 have a group of residents and you have a  
2 neighborhood association that would go down and meet  
3 these new people that's coming into your  
4 neighborhood. You could provide them with  
5 information about the city, about city services,  
6 about the particular neighborhood. It's just a nice  
7 way to welcome and greet people.

8 CHAIRPERSON WEITZ: Could I interrupt? I'm  
9 going to hold to a strict ten-minute limitation for  
10 everyone, and so I'm going to ask you to make a  
11 quick closing statement, and then we'll open it up  
12 for questions.

13 MR. REED: What I'll do is tell you about  
14 one event. One of the most successful events we've  
15 had is what's called an Ethnic Bus Tour where at the  
16 conclusion of Study Circles we hire two city buses,  
17 and persons who want to go pay \$7, and that  
18 basically pays for your lunch, and we take you  
19 around, and we show you the diversity that we have.

20 We visit a Muslim mosque, a Jewish  
21 synagogue, the site of the African-American museum  
22 that we're trying to build. We visit the-- We have  
23 a local owned and operated radio station that's  
24 black owned and operated, FM 88.1, by the way, if  
25 you want to hear some of it. So we take people

1 around to see these sites.

2 We're excited that just a couple of months  
3 ago we had the first one for youth. This was from  
4 Waverly, Iowa, which is about 20 miles or so from  
5 here and predominantly all white. Their kids wanted  
6 to see some of this diversity, so we provided our  
7 first bus tour for students.

8 So we have a lot of volunteers. We have  
9 three ladies here who were involved. Sheryl--would  
10 you wave your hand--Janet, and Deb, they've started  
11 a business downtown called the 320 Gallery, lunch,  
12 museum in terms of art, and if you get a chance to  
13 go down there for lunch, you really need to check it  
14 out, because it's kind of-- It's really different  
15 for this area, and they have been involved from the  
16 very inception of the Study Circles, so--

17 CHAIRPERSON WEITZ: Thank you.

18 MR. REED: One other thing, then I will be  
19 quiet. You have a lot of information there, but  
20 some people talked about we have-- This gives you  
21 an idea of what African-American businesses we  
22 have. This document, this resource directory,  
23 covers all of the African-American elected  
24 officials, who they are. The events and businesses  
25 are in there.

1           So this is probably the most comprehensive  
2 report that has been put together in Waterloo, so we  
3 ask you to look over that material. If you ever  
4 come and you want to check out one of the places,  
5 it's right in there.

6           CHAIRPERSON WEITZ: Thank you. Questions?

7           MR. JENKINS: You're a good PR person for  
8 the City of Waterloo. With all that you said, I  
9 would want to move here tomorrow, but being cynical  
10 as I am--

11          MR. REED: I'm just glad you're here, Mel.

12          MR. JENKINS: Walter, you've tried to get  
13 me here for a long time, and I'm here.

14          MR. REED: Yeah.

15          MR. JENKINS: But I also want to take a  
16 look at some of the negative things that are going  
17 on in Waterloo. Tell me about those and what we can  
18 do to facilitate bringing about change. Everything  
19 cannot be rosy like you painted it.

20          MR. REED: Well, you've heard enough  
21 negative stuff in the last day and a half. I just  
22 wanted to give you the other side of it, and it's  
23 not really-- It's just a matter of how we present  
24 it, because there's a lot of issues. I believe our  
25 approaches need to be comprehensive, but it's

1 important to have a United States Civil Rights  
2 Commission come to hear the concerns. I would say  
3 this is an event that needs to occur at least once  
4 every two years.

5 We have worked hard on our issues in  
6 education. You've heard the report of Arlis. We've  
7 worked hard in terms of employment issues within the  
8 city, and one of the things I'm probably most proud  
9 of is that one of the comments made yesterday is,  
10 well, you haven't heard a lot of these things is  
11 because we're working hard at the local level to get  
12 them resolved, and once we can't get them resolved,  
13 we've tried every possible method to get them  
14 resolved, that's when a federal agency is  
15 contacted. By then it's at the boiling point.

16 In my opinion we have problems with the  
17 sharing of some of the wealth in this community.  
18 I've given you a list of minority businesses. I  
19 serve on Main Street in the City of Waterloo. We  
20 don't have enough minority businesses on Main Street  
21 or in the mall. There's very little support.  
22 There's a lot of verbiage about it, but when you get  
23 down to the real numbers, there's not very much  
24 going on there, and I believe economic development  
25 is probably the last frontier dealing with race

1 discrimination and other inequities in our community  
2 because we have sufficient laws on the book that  
3 deals with the other areas.

4 MS. FRIAUF: You've just touched on the  
5 question I had concerning economic development. And  
6 I have two parts to this question. Do you have a  
7 study group that is addressing this particular issue  
8 alone? And have you had complaints of funds being  
9 denied to entrepreneurial minority businesses?

10 MR. REED: The first part of the question,  
11 we haven't gotten to that yet. We need to talk  
12 about race in Waterloo first, because many people  
13 want to talk about diversity. They want to talk  
14 about everything but how they really feel about  
15 race.

16 And one of my colleagues said to me that  
17 Waterloo had become comfortable with its racism, and  
18 that really bothered me a lot. So I decided along  
19 with the others that we would put race on the table  
20 and have a nice, healthy discussion about race, and  
21 then we could move on to other areas, because  
22 ultimately down the road somewhere, whether we talk  
23 about diversity appreciation, whatever, race is a  
24 factor.

25 How can Bosnian people, Hispanic people



1 come to this community and know nothing about  
2 African-American people and decide they don't want  
3 to live next to us or live in our neighborhoods?  
4 Those are race issues, and so we need to put that on  
5 the table. I think we've done that, and we're  
6 having some real healthy discussions.

7           The second part of the question is we're  
8 trying to work with-- And Deborah Berry, she's our  
9 newly elected Fourth Ward councilperson. One of the  
10 goals that she has is to work with minority  
11 businesses to come up with their own comprehensive  
12 plan, come up with a strategy for what they need in  
13 order to address business retention, business  
14 expansion, and just provide adequate services to the  
15 ones that we currently have existing.

16           We actually have more businesses. Leon  
17 said we have less, but we actually have more  
18 businesses now than we had back in 1950, 1940, but  
19 they're different kinds of businesses. They're not  
20 the kinds of businesses-- They're more service-type  
21 businesses versus manufacturing businesses and some  
22 of the other kinds that we had before.

23           So I think we're-- It's on the drawing  
24 board. I believe we're headed in the right  
25 direction, and again, with the fair housing

1 initiative, I believe the Commission can be very  
2 effective in bringing forth some resolutions to some  
3 of these problems.

4 MR. VAN LO: For the last few days,  
5 yesterday, we heard a lot of negative, like you  
6 said. So does that mean that you have a lot of  
7 complaints being issued in your office?

8 MR. REED: We've had some complaints in our  
9 office from minority businesses and others regarding  
10 the access to funds, and we've looked into those  
11 matters, and we've been able to get a successful  
12 resolution to those matters, but we went a step  
13 beyond by developing the conference so that we can  
14 bring all of the parties to the table.

15 We can bring the bankers in. We can bring  
16 the State procurement officers in so they can talk  
17 directly to these people who are trying to get the  
18 services and create a dialogue there, and then we  
19 try to monitor that to see exactly how many have  
20 been successful in getting loans, et cetera, done.

21 MR. VAN LO: Do you hear any complaint  
22 about racial harassment and other complaint?

23 MR. REED: We get a number of complaints.  
24 Our busiest area of complaint is wrongful discharge  
25 based on race, and that's pretty much standard

1 across Iowa and maybe across the country, that  
2 employment is our biggest area of concern. I would  
3 say that after we've completed the investigation  
4 that we're finding that it's more of a  
5 miscommunication maybe. We're not finding that  
6 there's a number of legitimate cases that we can  
7 find to issue a cause finding as relates to those  
8 issues.

9 MR. VAN LO: How many staff you have, by  
10 chance?

11 MR. REED: There's a staff of four, myself,  
12 two human rights specialists, and an administrative  
13 secretary.

14 MR. VAN LO: Do you have any backlog at  
15 all?

16 MR. REED: Very little. When I started in  
17 1995, I came into a very disturbed office. We had  
18 about 140 open complaints with probably 90 percent  
19 of those in backlog status. The relationship  
20 between the Human Rights Commission and the Mayor  
21 and Council was horrible, so basically the  
22 commission was left there without resources to do  
23 the job.

24 They had one investigator who this work was  
25 actually stressing her out, and she was getting

1 physically ill behind this, and I simply told the  
2 Mayor that I would not work under those  
3 circumstances. "You're not going to kill me over  
4 this job, and if we can't have the tools to do the  
5 job, you find somebody else to do it."

6 As a result, we had a new mayor come in,  
7 new council came in, and Waterloo has in my opinion  
8 changed for the better, because they're trying to do  
9 the right thing. A man is no better than his word.  
10 He made some commitments to the community, and so  
11 far I have to say that those commitments that he  
12 made, he's living up to them, and so we're finding  
13 that the community is-- You know, notwithstanding  
14 some problems, but for the most part the community  
15 is coming together and trying to deal with our  
16 issues without acknowledging that they don't exist,  
17 and I think we're having some forward movement.

18 CHAIRPERSON WEITZ: So as an extension of  
19 that, leaders within the Bosnian, Native American  
20 Indian, Mexican American, African-American, and  
21 Caucasian, leaders have been identified in all these  
22 communities. Does regular dialogue take place  
23 between them?

24 MR. REED: Perhaps the one group that we  
25 haven't made very much of an inroad with is Bosnians

1 because their issue is altogether different.  
2 They're glad to not have bombs falling on them.  
3 They want to be someplace safe. There's more  
4 subsistive issues with them, housing, food, medical  
5 care. We are working-- They had a Bosnian  
6 council. We had one of our staff persons attend  
7 their meetings for the purpose of getting them  
8 involved in Study Circles, but I think once they get  
9 to the point where they've kind of adjusted, then I  
10 think we can bring them into some of these issues.

11           That Harmony Festival I talked about was  
12 organized because of a fight between Bosnian boys  
13 and African-American boys. They couldn't even talk  
14 to each other, so I don't even know what  
15 precipitated the fight. But we had translators. We  
16 had 150 people show up for this Harmony Festival.  
17 We had translators so that the Bosnians could talk  
18 to the African-Americans, the Caucasians. Many of  
19 the Congressmen were there so that we had all kinds  
20 of communication going on. We called it the Harmony  
21 Festival. They called it the Peace Festival.

22           CHAIRPERSON WEITZ: I picked up last night  
23 a perception from the African-American community  
24 that the Bosnian community has come in and been  
25 given a lot in relation to what's available to the

1 African-American community. Do you feel that that's  
2 an accurate perception?

3 MR. REED: In my opinion that is an  
4 accurate assessment of what happened. If you go  
5 back three or four years ago, when the Hispanics  
6 first came because of work at IBP, they were  
7 darker-skinned people. They had Africans that  
8 actually came from the Ethiopian Center from Chicago  
9 and other places, and the community was all up in  
10 arms about this migration of people here to work at  
11 jobs that nobody wanted.

12 So all of us was involved. And I'm sad to  
13 say that the City got involved because we issued  
14 code violations, too many people living in an  
15 apartment, or had a room down at one of the hotels,  
16 there was too many in there. Well, they had nowhere  
17 else to go.

18 Just a couple years after that when the  
19 more fair-skinned, white-skinned Bosnians came in,  
20 it was just a total reversal. So, Mel, I am kind of  
21 a bleeding optimist in a way, because what I said to  
22 the City officials is, "We want to be welcoming to  
23 everybody. We're not saying we don't welcome the  
24 Bosnians, but this same attitude you have when they  
25 come, have it when anybody comes to this community,"

1 and so that's why we're pushing the programs that we  
2 are.

3 MR. VAN LO: How many complaints did you  
4 have last year, and how many are unfounded?

5 MR. REED: How many complaints did we have  
6 last year?

7 MR. VAN LO: How many are unfounded?

8 MR. REED: We just put together a report.  
9 Lynette, would you just raise your hand? She's a  
10 student at the University of Northern Iowa, public  
11 policies department. In 1999 there was 34  
12 complaints opened, and in that same year we closed  
13 24 cases. Of those cases-- And we'll give you a  
14 copy of this too. We will make a copy of this.  
15 It's only in draft form. We just got it from the  
16 printers. No probable cause, of those cases ten  
17 were no probable cause.

18 MR. VAN LO: More than ten still working  
19 on?

20 MR. REED: Yes.

21 CHAIRPERSON WEITZ: Okay. Thank you.

22 (Short pause.)

23 CHAIRPERSON WEITZ: For the record state  
24 your name and mailing address, please.

25 MR. EARLES: Rich Earles, E-A-R-L-E-S,

1 620 Mulberry Street, Waterloo, Iowa 50703. Walter  
2 is a tough act to follow, all that energy. Well,  
3 I'm just, you know, here to talk about the Community  
4 Development Program and what's going on there, and  
5 I'll try to address the issues that he requested in  
6 the letter and then from there be open for  
7 questions. Waterloo Community Development Board  
8 carries out activities that meet the primary CDBG  
9 activity.

10 CHAIRPERSON WEITZ: I'm sorry? Can  
11 everybody hear?

12 MR. EARLES: The Waterloo Community  
13 Development Board carries out activities that meet  
14 the primary CDBG activity, which is the development  
15 of viable urban communities. The activities must  
16 also meet one or more of the following national  
17 objectives, to benefit low and moderate income  
18 persons, aid in the prevention or elimination of  
19 slum and blight, and meet a need in having  
20 particular urgency.

21 The mission of the Community Development  
22 Board states, "The mission of the Waterloo Community  
23 Development Board is to seek through the  
24 administration of the Department of Housing and  
25 Urban Development, Community Development Block Grant



1 program, or other federally funded programs and  
2 other funding the development of a viable community  
3 by assisting in a process of decent, safe housing  
4 and a suitable living environment, expanded  
5 employment opportunities through economic  
6 development activities, to aid in the prevention or  
7 elimination of slum and blighted areas within the  
8 city and to meet other urgent community development  
9 needs. Further, the Waterloo Community Development  
10 Board will coordinate with local officials and other  
11 agencies and funding sources to make the most of our  
12 resources. All such activities shall be intended  
13 primarily to benefit low and moderate income persons  
14 and families." And that was adopted by the board on  
15 July 21, 1994.

16 The departmental budget is approximately  
17 \$1.8 million per year in Community Development Block  
18 Grant funds and approximately \$600,000 per year in  
19 Home funds. The City is an entitlement program  
20 community for the CDBG program and a participating  
21 jurisdiction for the Home program.

22 In addition to these programs, the City  
23 applies for various other State and federal programs  
24 to further the needs of the community. The  
25 department has nine staff--the staff is nine persons

1 that are responsible for carrying out these  
2 activities.

3           Three of the nine are housing  
4 rehabilitation specialists. One is a planner  
5 focusing on neighborhood issues. One is a contract  
6 compliance officer who also provides contract  
7 compliance services to other agencies in the  
8 community. Two are administrative personnel, and  
9 two are clerical.

10           The department regularly provides housing  
11 rehabilitation assistance to low and moderate income  
12 persons. This is the board's top priority or,  
13 rather, housing is the board's top priority. Other  
14 recent public service type activities include  
15 handicap ramps, paying for sidewalk repair costs for  
16 low and moderate income persons, credit counseling  
17 service, and installation of an elevator for a  
18 neighborhood center.

19           The City recently created the Renew  
20 Waterloo Program. This program focuses resources on  
21 improving the neighborhoods surrounding the downtown  
22 area. The program uses a three-prong approach to  
23 revitalizing the neighborhoods. The first is  
24 housing. The majority of the housing rehabilitation  
25 funded is targeted to achieve maximum impact. The

1 current target area roughly equates to census  
2 tract 18.

3           Nine local lenders have adopted a single  
4 loan product available in conjunction with the  
5 City's down payment assistance program. This  
6 program requires the buyer to provide only 1 percent  
7 down payment plus closing costs. The City has  
8 designated a State Enterprise Zone, which provides  
9 tax incentives to persons developing affordable  
10 housing. The City has also adopted a Consolidated  
11 Urban Revitalization Program which grants property  
12 tax evaluations to homes through the rehabilitation  
13 or new construction.

14           Neighborhood services is the second branch  
15 of Renew Waterloo. It provides for information flow  
16 between the City and neighborhood organizations.  
17 Three years ago the City had two neighborhood  
18 organizations. There are now 24 associations. This  
19 growth is a result of the neighborhoods' commitment  
20 to improving their environments and the City's  
21 commitment to assist them in those efforts.

22           The third arm of Renew Waterloo is code  
23 enforcement. Neighborhoods have requested  
24 additional help from the City in cleaning up their  
25 areas. Code enforcement efforts are directed by

1 neighborhood services based on neighborhood  
2 associations' desires.

3 HUD programs are intended primarily to  
4 benefit low and moderate income persons. Guidelines  
5 require that 70 percent of the funds be used to  
6 carry out activities that benefit low and moderate  
7 income persons. Furthermore, HUD guidelines require  
8 that no person in protective class be discriminated  
9 against.

10 It's the responsibility of the Community  
11 Development Board to ensure that the funds are  
12 allocated based on the national objectives and  
13 benefit to low and moderate income persons  
14 regardless of race. And if you have any questions,  
15 I can answer those at this time.

16 MR. VAN LO: From my understanding, you  
17 have \$1.8 million from the federal grant. You have  
18 nine staff. Is most of the money to pay for staff,  
19 or is it to pay for other thing as well?

20 MR. EARLES: It does some of both. The  
21 staff costs are around 200 to \$250,000 per year.  
22 And then in addition to the \$1.8 million of CDBG, we  
23 also have 600,000 in Home funds. The last few years  
24 we've had a half million dollars in EDI funds,  
25 between 2 and 400,000 in ELHAT (phonetic), which is

1 State funding. Those are our only money resources.

2 MR. VAN LO: So the most of the money are  
3 for staff then?

4 MR. EARLES: Oh, no. Our administrative  
5 fees are limited to 20 percent by statute, and we  
6 run around 10 or 11 percent.

7 MR. VAN LO: And you say you have improving  
8 neighborhood. From what I heard yesterday, you do a  
9 lot on south side and less on the east side? Am I  
10 understanding that Enterprise is only the south  
11 side? East side too or just only-- What is your  
12 Enterprise Zone? Is it east side, south side, or--

13 MR. EARLES: No. Actually I have a map you  
14 can have.

15 MR. VAN LO: I don't know the city.

16 MR. EARLES: Well, everybody calls it east  
17 and west side, but it's north and south. But this  
18 map shows you the Enterprise Zone. The Consolidated  
19 Urban Revit is a little bit larger than that, and  
20 then the highlighted area is the target area of  
21 census tract 18.

22 CHAIRPERSON WEITZ: So 70 percent of the  
23 funding goes to that area is what you're saying?

24 MR. EARLES: No. 70 percent of the funding  
25 has to go to low and moderate income persons.

1 CHAIRPERSON WEITZ: Right.

2 MR. EARLES: That area is targeted with our  
3 rehab program, which is about \$850,000 per year.  
4 And of that, 80 percent goes in that area.

5 MR. VAN LO: This area, mostly minority  
6 live there or what?

7 MR. EARLES: Census tract 18 is 93 percent  
8 minority.

9 MR. VAN LO: And the other question I have,  
10 I saw it here on the African-American museum. Is  
11 this money helping at all this museum in any way?

12 MR. EARLES: Well, yes. We previously gave  
13 them a small grant to get started, and we're in our  
14 funding cycle developing our consolidated plan,  
15 which will take effect July 1 of the upcoming year,  
16 and there has been discussion at this point, but  
17 we've got a whole citizen participation public  
18 process to go through before we determine what that  
19 level of assistance will be.

20 MR. VAN LO: So you do have a steering  
21 committee with minority involvement and everything  
22 else then? Do you have a steering committee?

23 MR. EARLES: Well, we have a board. We  
24 have a seven-member board, but then there's citizen  
25 participation, you know, throughout the community.

1 MR. VAN LO: And the board are very  
2 diverse, I believe?

3 MR. EARLES: Yes.

4 CHAIRPERSON WEITZ: The block grants are  
5 granted per request?

6 MR. EARLES: Yes.

7 CHAIRPERSON WEITZ: Okay. And what  
8 percentage of that money goes to people who rent to  
9 others, and what percentage goes to people who make  
10 improvements on their own property?

11 MR. EARLES: We have not had a rental  
12 rehabilitation program for a number of years. It  
13 was back in 312, I believe. It was before my time.  
14 We do owner-occupied rehab. We do down payment  
15 assistance for people to purchase homes. Those are  
16 the types of housing activities.

17 Now, through the Home program there is some  
18 rental assistance through that. We had a large  
19 property downtown that's under construction now,  
20 Marsh Place. That's 23 units. And we put in City  
21 Home funds to match State Home funds and tax  
22 credits, and we're a small piece. We're 150,000 of  
23 a 2 million dollar project.

24 CHAIRPERSON WEITZ: Do you have any figures  
25 on what percentage of the moneys go to benefit

1 minority applicants, or do you break it down that  
2 way at all?

3 MR. EARLES: On certain projects I have  
4 that from prior reporting periods, but our primary  
5 goal is income level regardless of race. It has to  
6 be below 80 percent of median income, but we do--  
7 Those questions are asked on our annual performance  
8 reports.

9 For example, rehab, 56 percent is  
10 minority. Operation Threshold is a recipient.  
11 They're rehab and sale. They purchase a house,  
12 rehab it, and sell it to a buyer, that's 45 percent  
13 minority. We had a Stokes (phonetic) housing  
14 project. That's a minority contractor who then  
15 rented elderly housing units. Those are 82 percent  
16 minority. So I have some of them based on what  
17 those numbers are.

18 CHAIRPERSON WEITZ: I just have one more  
19 question, and you can clarify this for me  
20 hopefully. I've heard that a number of people are  
21 being displaced from a rental unit? There's some--  
22 Can anybody out there help me?

23 MR. EARLES: Oh, oh, I know what you're  
24 speaking of. It's Prairie Park Apartments. Is that  
25 the name?



1 MR. HERNANDEZ: Yes.

2 CHAIRPERSON WEITZ: Thank you.

3 MR. EARLES: That's a property that was  
4 developed under the 236 program, and it is-- At  
5 this point we're not involved with that, but we're  
6 definitely interested in what happens there. It's a  
7 private owner board that owns the property. It's a  
8 project based Section 8, so they get one check each  
9 month, and then they reduce the rents to the  
10 applicants.

11 That property is at HUD's enforcement  
12 center now. They're in the process of foreclosing  
13 because of the condition of the housing units, and  
14 they are working with that, but if the residents are  
15 displaced, which it doesn't look like that's what's  
16 going to happen now-- It looks like they will sell  
17 the property with conditions that the units be  
18 brought up to code and some type of security put in  
19 place to eliminate some of the activity that's going  
20 on in the parking lots, so that will probably stay  
21 in place.

22 But each of the residents will get a  
23 voucher so they can go into the community and rent  
24 and not lose that rent assistance. It actually  
25 opens more doors to them in that they don't have to

1 live there. They can live wherever they choose at  
2 the same rate.

3 MR. VAN LO: Suppose that that happen, we  
4 don't have enough housing for them to move, enough  
5 housing that they can afford to move into it.

6 MR. EARLES: I hope they don't all move in  
7 one month. The housing market is very tough here.  
8 It's a very tight rental housing market. We have a  
9 housing needs assessment that shows that we need  
10 just under 1300 additional housing units, so, you  
11 know, we are doing new construction, end fill  
12 construction, you know, the transformation of that  
13 vacant downtown Marsh Place building I told you  
14 about, putting in 23 units there. We're working  
15 towards that, but we don't have--we don't have  
16 enough housing units.

17 MR. VAN LO: So that's a problem for people  
18 to leave that. They don't have no more house if  
19 they close or whatever.

20 MR. EARLES: There are housing units, but  
21 there's not a glut of them as there used to be as  
22 recently as ten years ago.

23 MR. VAN LO: The other question I have is  
24 that yesterday I heard concern about the  
25 economic--not concern. The economy boom here is

1 very wonderful, but how do you transfer that to help  
2 the minority so they can reap the reward of the boom  
3 as well? What do you plan to do? Are you planning  
4 development in the city to make that happen? What  
5 kind of plan do you have?

6 MR. EARLES: Well, that's really handled  
7 through the economic development in the planning  
8 office rather than our office, but I can address it  
9 somewhat. We have a revolving loan fund that was  
10 capitalized by a closed-out U-day grant for the Raft  
11 Packing Company (phonetic) in the mid-'80s, and  
12 that money has been used for startup businesses,  
13 economic development loans, and they continue to do  
14 that now based on job creation, things of that  
15 nature.

16 CHAIRPERSON WEITZ: Thank you. Normally we  
17 would move into the open session and people that had  
18 contacted Mr. Hernandez or Joanne would be allowed  
19 to make a presentation, but since no one has signed  
20 up, I think-- I just have Michael Kubik left on my  
21 list of presenters. Did I miss somebody?

22 MR. HERNANDEZ: No, no. This will be open  
23 session.

24 (Discussion off the record.)

25 CHAIRPERSON WEITZ: Would you state your

1 name, please, and your mailing address?

2 MS. PARRISH: My name is Janet Parrish, and  
3 I'm director of the gallery, 320 Gallery and Cafe,  
4 320 East Fourth Street, Waterloo.

5 CHAIRPERSON WEITZ: And again, I'm going to  
6 remind you to speak loud so everybody can hear you.

7 MS. PARRISH: Okay. Is that it? I'm also  
8 the director of the Multicultural Resource Center  
9 and on the Cedar Valley Diversity Appreciation Team,  
10 and we are putting together a radio program on  
11 diversity and race issues to try to bring more  
12 discussion to the area, an avenue for people to  
13 actually have a meaningful discussion on race.

14 My main concern listening to what we've  
15 been talking about is that it seems that the  
16 educational system, the City, everyone is trying to  
17 put programs in place that work, but I think we have  
18 not fully addressed the underlying problem in this  
19 community, which is racism in the mind of the  
20 population.

21 I come from privileged white America. I'm  
22 very aware that white America--white population here  
23 is fairly unconscious in terms of race, does not  
24 realize how racist we are. I would say more than  
25 comfortable with racism, we're not even aware of

1 it.

2 I live and work in the area that we're  
3 talking, east Waterloo. On our board of directors  
4 are two African-American women. We all work  
5 together. This is basically unheard of in this  
6 community. We've opened up our center as a meeting  
7 place for anyone and everyone of any race, of any  
8 ethnic group. We work, play, discuss, and all that  
9 together.

10 This is something we need more of in this  
11 community, and I think until we address that  
12 underlying problem, all the programs, everything  
13 that we're trying to do in the school system,  
14 et cetera, will not be as successful as we would  
15 like. I think our teachers need to have greater  
16 awareness of their own racist baggage. I think our  
17 police force needs that as well, all our City  
18 workers.

19 An example, the Police Chief was talking  
20 about the horses and how that would be seen as a  
21 positive intrusion or-- I'm nervous about this. I  
22 wasn't prepared for this. At the end of the  
23 Waterloo Days Parade, I witnessed an example of the  
24 use of those horses.

25 A bunch of kids had--this is in the

1 daytime--congregated in the park right across from  
2 our establishment. There was evidently a scuffle  
3 between a woman and someone else, and the  
4 police--the horses came in and chased the kids out  
5 of the park. It was frightening. This would  
6 never-- First I saw a horse leaping into the air,  
7 and I said, "Oh, they're having a horse show." My  
8 friend said, "No, Janet, this is not a horse show.  
9 This is"-- It looked like an assault. These kids  
10 were terrified. They were screaming to get out of  
11 the way of the horses. I was frightened for them.  
12 I don't know if anyone was hurt in that or not. I  
13 don't know how they could help but be that.

14           If that was my child, I would have been  
15 incensed. This would not happen in my  
16 neighborhood. If it did happen in my neighborhood,  
17 there would be lawsuits up the wazoo. There's a  
18 different treatment. There's a different perception  
19 of how people are to be treated, and there's a  
20 different perception of people generally. It's a  
21 systemic diseased kind of thing that we need to get  
22 to the core of before we can make anything work in  
23 this community. That's all. Questions?

24           MR. VAN LO: Using-- I just want to ask  
25 you one question. You say you have to shift the

1 paradigm, change the paradigm for racism. For the  
2 last two days, we have a lot of problem here. We  
3 can sense that. How can we shift the paradigm  
4 saying, "These are our people. Take ownership of  
5 this city. The minority problem, all the problem is  
6 our problem. Let's fix this together"? How do we  
7 change the paradigm to say, "This is outrageous.  
8 Take all of it. Fix it"?

9 MS. PARRISH: It's an extremely difficult  
10 thing. In my own experience, I was invited to come  
11 and write grants for KBBG radio. I come from Cedar  
12 Falls. I had never dealt with racial issues because  
13 we have such gatekeepers in Cedar Falls we don't  
14 ever have to think about it. We don't have minority  
15 problems there because we don't allow them in our  
16 community, by and large, unless you're an academic  
17 or something.

18 So for me the experience began--the journey  
19 began when I was invited into the heart of the  
20 African-American community and was shocked and  
21 surprised to find real people there and then shocked  
22 that I was shocked to find that, and then I had to  
23 start doing some real internal work as, "What's  
24 going on in me? What am I carrying around that I  
25 don't even know about?"

1           People are absolutely unconscious about  
2 this in this stage in our development in this  
3 country, white people I'm talking about. And this  
4 is what our radio program is going to address, how  
5 to-- It's like turning around in your own skin.  
6 Our reality is distorted, our sense of reality. Our  
7 view of reality is distorted, so how to change that,  
8 you know, what-- How do we get people to want to  
9 change that? In privileged white America, why waste  
10 time? We've got what we want. We have what we need.

11           In my background especially we have much  
12 more than we need, so how do you get people-- And  
13 these are the people in power making the policies.  
14 How do you get those people to care and to  
15 understand what's going on, the conditioning, the  
16 brainwashing that we have as white Americans towards  
17 any other person of color? We're the norm. We're  
18 the humans. Everybody else is an aberration of  
19 that, so how do we change that perception? To me  
20 that's at the core of what the problem is in this  
21 country.

22           We can do all this stuff. The government  
23 can work and work and work to put all these programs  
24 in place, but as long as we're carrying around this  
25 perception of each other, the garbage is going to



1 continue and the reaction to that. We've been  
2 expecting the victims of oppression to do something  
3 about the problem, to fix the problem, educate  
4 themselves, bring themselves, whatever. That's not  
5 going to work.

6           The oppressors, which is white privileged  
7 America, have to be aware that they are doing that  
8 oppression and to end that oppression. We're the  
9 ones that can do it. We're the only ones that can  
10 do it. Black Americans, people of color, have their  
11 own responsibility to work hard within their family  
12 structure, teach their children, like Leon Mosley  
13 was telling us. That's all well and good, but until  
14 we open the doors and are not just forced to by law  
15 and all that, then we have to open our hearts and  
16 minds and spirit to other human beings and  
17 acknowledge and respect that they are as good as and  
18 on the same level and have every opportunity--and  
19 give them the opportunity to become whatever they  
20 are meant to become, period.

21           CHAIRPERSON WEITZ: I'd like to thank every  
22 for coming, taking time out of yours lives for  
23 this. We appreciate it.

24           MR. JENKINS: Meeting is adjourned.

25           (Proceedings concluded at 11:30 a.m.)

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## C E R T I F I C A T E

I, the undersigned, a Certified Shorthand Reporter of the State of Iowa, do hereby certify that I acted as the official court reporter at the hearing in the above-entitled matter at the time and place indicated.

That I took in shorthand all of the proceedings had at the said time and place and that said shorthand notes were reduced to typewriting under my direction and supervision, and that the foregoing typewritten pages are a full and complete transcript of the shorthand notes so taken.

Dated at Des Moines, Iowa, this 13th day of January, 2000.

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JILL M. ELLINGSON, C.S.R.  
CERTIFIED SHORTHAND REPORTER