

**Social Service Providers' Views on Economic Self-Sufficiency for Women and Girls:
Offerings, Obstacles, and Opportunities in Oklahoma**

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This report summarizes how Oklahoma social service providers who focus on assisting or serving girls and/or women perceive the adequacy and inadequacy of services provided, where the greatest needs are found, and what barriers or obstacles exist to greater economic self-sufficiency of women's and girls' futures. The results are based on a survey completed by 206 social service providers and conducted by the University of Oklahoma Public Opinion Learning Laboratory (OU-POLL) in conjunction with OU's Carl Albert Congressional Research and Studies Center. This report was prepared independently, but is intended to complement the report prepared by Dr. Larkin Warner that analyzes the conditions of girls and women based on published data. The report is prepared for the Communities Foundation of Oklahoma (CFO) under a grant provided by the Chambers Family Fund.

Methodology

The survey instrument developed for this project was designed to collect information about how respondents conduct their business, what types of programs they offer that assist girls and women, what obstacles they confront in achieving greater success, what obstacles are found statewide, priorities if we are to move toward the goal of economic self-sufficiency for women, and what system changing activities are and should be taking place. (Appendix A contains the survey instrument.)

The survey was administered to 206 respondents from a variety of social service providers. The respondents came from a list of about 356 providers developed for this project and approved by the CFO. Those on the list were selected because they either were known to assist women or girls or because there was a strong likelihood that they should do so based on their mission. Those on the list were selected to provide a balance in the areas of geography, size, and mission.

Leaders (i.e., executive directors, board chairs, and the like) were sent an advanced mailing informing them of the project and indicating that they would be receiving a call to complete a telephone interview. Calls were made in the first half of December, 2002. Of the 356 potential respondents, interviews were completed with 206 individuals. Of the remainder, 58 were not available to us during the calling time frame we called, 21 did not have valid numbers, and 71 refused to participate.

The agencies surveyed are, in fact, a varied group based on the characteristics our informants provided about their agencies. In our sample, 59 percent report that their annual operating budget is less than \$500,000; nine percent are between \$500,000 and \$1 million; 16 percent are between \$1 million and \$5 million; and four percent, each, are between \$5 million and \$10 million, and over \$10 million. We find a similar distribution for the number of employees: 43 percent have less than five full time equivalent employees, 18 percent have between 6 and 10, 10 percent have between 11 and 20, 7 percent have between 21 and 50 employees, 6 percent have between 51 and 100, and 14 percent have more than 100. As noted below, a number of agencies report that the focus of their programs is not aimed at women and girls. The analysis that follows, though, reports on all agencies that responded to our survey. Comparison of just those who

indicate that they offer programs aimed at women and girls to the entire sample shows no substantial differences so we report on the entire sample in the analysis below.

Our respondents paint a picture that should not be a great surprise to those who are involved in the provision of social services in the State of Oklahoma. While they identify a wide range of services provided, they also see great needs and many obstacles to assisting women and girls and to helping them achieve economic self-sufficiency. Still, we find some important patterns and detail those findings in this report.

Results

Programs offered

We begin by identifying the various services provided by our respondents. While we selected agencies that, based on their mission, could be reasonably expected to assist women and girls, we find that few see that the provision of services to women as their primary objective. When asked about all the programs offered by their organization, only 13 percent responded that their programs primarily help women. By comparison, 46 percent indicated that family units are their primary target, 16 percent responded that children are their primary target and 22 percent indicated a mix.

Most of the programs (77 percent) assisting women are a mixture of meeting the needs of women in their present condition and trying to change the conditions in which women find themselves. Seventeen percent indicate that they primarily attempt to change the conditions of women. When specifically asked if their organization works to change systems or policies that affect the economic self-sufficiency of women 68 percent responded that they do.

Of those who work for system change, public awareness and education is by far the dominant method with 95 percent indicating they engage in that activity. Additionally, 38 percent indicate they undertake research and 32 percent say they engage in lobbying.

Many of our respondents volunteered that they offer specific programs that work for system change, but most things that they mentioned show up elsewhere in our survey (e.g., transportation and day care). Others, though, mentioned programs that should be noted. Among those mentioned were: ESL and GED programs, weatherizing and other housing programs, nutrition programs, spiritual development, political awareness development, agricultural family consumer science programs, suicide awareness, independent living for teens, community health, and first-time offender programs. (Appendix B contains all responses to all open-ended items.)

What kinds of programs are more routinely provided to meet the needs of women and girls? Here we find a very wide range of programs (Table 1). Education and education-related programs are the most common types: 82 percent offer family education and counseling, 80 percent offer educational programs aimed at girls or women, 67 percent offer leadership development, 60 percent offer financial literacy development, and 60 percent offer mentoring or coaching. Additionally, 56 percent offer activities aimed at girls. Job training is offered by 54 percent of the agencies surveyed.

Many groups offer health related programming. Fifty-three percent indicate that they offer health programs and 48 percent have programs related to teen pregnancy. Drug and alcohol programs are offered by 37 percent of the agencies.

A variety of specialized programs are also offered with 53 percent providing domestic abuse and/or sexual assault programs. Thirty-two percent offer aid to the homeless or transitional housing. Nearly 57 percent have childcare programs. Programs facilitating the creation of small business are offered by 34 percent of our respondents.

When asked about their most significant program, 22 percent said that educational programs are their most significant activity with an additional 17 percent responding that family education/counseling is their most important programming (Table 2). Beyond education programs, only health programs (11 percent) were identified by more than ten percent as their main activity. Domestic violence programs were named by 7 percent and leadership development was named by 6 percent. Rarely mentioned were programs dealing with activities for girls, teen pregnancy, job training, leadership development, financial literacy, drug and alcohol addiction, and the creation of small businesses.

Obstacles to Respondents' Programs

We did not ask respondents to gauge the success of their programs, but they identified a list of obstacles to achieving greater program success that is long and serious (Table 3). As one would expect, the most substantial obstacle to greater success is money: 46 percent identify it as a very serious obstacle for their organization and another 41 percent see it as serious. Also directly related to financing is the high cost of some programs which is identified as very serious by 14 percent of the agencies surveyed and as serious by another 39 percent.

When asked to identify the biggest obstacle to success in Oklahoma for programs that serve women and girls, 51 percent say money or financial resources and an

additional 16 percent name it second. High costs are identified first by 14 percent and second by 39 percent (Table 4).

Transportation is also a key obstacle for programs, identified as very serious by 23 percent and as serious by another 31 percent. In fact, 13 percent see it as the biggest obstacle for statewide programs and another 13 percent named it second.

The list of serious obstacles identified by providers for their programs is quite long. Looking at the percentages of providers who identify the obstacles as very serious or serious we find the following: 56 percent for awareness of services, 53 percent for insufficient outreach, 48 percent for working poor, 46 percent for not enough volunteers, 45 percent for community attitudes, 43 percent for systems or policies that hamper the ability to deliver services, 40 percent for cultural barriers. Obstacles such as inadequate staff (36 percent), language barriers (31 percent), space (26 percent), and hours of service (19 percent) were mentioned less often.

We also asked our informants to volunteer any additional obstacles not already covered and they identified a number of important issues. A number of respondents commented on the current economic situation and/or the state's budget crisis. Another commented that many programs require too large a contribution from poor communities. Some complained about the regulations involved, especially the confidentiality requirements. Another respondent commented on the challenges of inter-agency cooperation. One person mentioned the lack of information in the judicial branch. A large number mentioned (potential) client apathy and the lack of motivation to participate in their programs.

For programs statewide, the number of mentions as the most significant obstacle drops off quickly after financial resources and transportation (Table 4). That being said, awareness of programs, community attitudes, cultural barriers, and system and policy barriers are also notable challenges identified by our respondents.

On the assumption that money would help overcome many obstacles, we asked what agencies should do to meet the needs of women and girls if they received more money. About one-quarter of the agencies responded each of the following: hire more people, undertake more outreach activities, and develop new programs (Table 5). Few responded that more training for staff is needed or that better facilities should be a priority. Among the new programs identified were: education, teen pregnancy, after school programs, family literacy, financial literacy, life skills, self-esteem, housing, small business support, transportation, substance abuse, community health, eating disorders, job training, collaboration with other agencies, and local planning.

Issues Facing Women

We also asked our respondents to think beyond the programs they offer to reflect on the status of women in Oklahoma and to identify issues that work against the achievement of economic self-sufficiency for women. When asked about obstacles to the achievement of economic self-sufficiency for women and girls, once again, our respondents identified a long list of serious problems (Table 6). Many items on the list resulted in 90+ percent of our informants calling it a very significant or a significant obstacle. Specifically, those issues identified are low or unequal pay, education, job training, childcare, a support system for struggling women, health care and insurance and

teen pregnancy. Mentioned slightly less often, but still by at least three-fourths of the respondents are: transportation, mentoring, and the general attitudes of people in Oklahoma. It is hard to single out one or two items as being the greatest obstacles in the minds of our respondents, but both child care and health care had over 60 percent identify them as very significant obstacles.

Other obstacles were volunteered by our respondents. They include: too much acceptance of clients doing unacceptable things, public laws and policies, domestic violence; illiteracy; the “right-wing, male-dominated power structure;” too little involvement of relevant professionals; lack of abstinence programs; drug and alcohol abuse; and systems and policies that fail to address education, learning disabilities, and psychological problems.

Having identified obstacles, what are our priorities to deal with them? We asked our respondents to limit the number of options that they identify as the highest priority to try to force them to make the difficult choices. Still, we found that virtually everything on our list is considered a priority. But, the highest priority is given to education and job training - - 85 percent called it the highest or an important priority, with 68 percent saying it is a highest priority. (See Table 7.)

The next most identified option is health programs, with comparable figures of 74 percent and 41 percent. Affordable child care was identified in almost the same way - - 73 percent and 40 percent. The next most identified option is enforcement of child support with 68 percent calling it the highest or an important priority and 36 percent seeing it as the highest priority. That option was followed by financial literacy (68 and

29 percent), teen pregnancy prevention (64 and 35 percent), and substance abuse programs (62 and 30 percent).

Several other options were identified as the highest or an important priority by about half of our respondents. That list includes greater knowledge of available programs, transportation, mentoring and life skills programs, legal assistance, mental health programs, networking of social service agencies, and support for social service agencies. Support for the creation of small business was identified as the highest or an important priority by only about one-fourth of our informants.

Finally, we asked whether public policies need to be changed to improve the possibility that more women can move towards economic self-sufficiency. Again, in most areas we found strong support for various legislative changes (Table 8). The greatest support is in the area of education. We found 56 percent of our respondents identifying changing education policies as the highest priority and a total of 88 percent calling it the highest or an important priority. Change in health policies is identified by 73 percent as at least an important priority (with 38 percent calling it the highest priority). One third describe changing child care policies a highest priority and another third call it an important priority. Additionally, 61 percent indicate attacking the wage gap to be an important or the highest priority (28 percent call it the highest priority). TANF is a lower priority, but still 18 percent call it a highest priority and an additional 35 percent call it an important priority.

We also received a number of volunteered comments regarding policy changes. Among the areas that our respondents would like to see addressed are: lessening confidentiality requirements, changing/eliminating the grant system, health insurance,

drug and alcohol rehabilitation, easier access to reproductive services, eliminating the no-fault divorce, child support policies, enabling coordination among providers, incarceration practices, domestic violence and protective order laws, transportation, housing, and financial literacy.

Summary

It is not easy to identify specific patterns within this set of data excepting the obvious one: our respondents see great needs and many obstacles to meeting those needs. In fact, the conclusion overwhelms most differences we might normally expect to find in this type of analysis. Different readers will undoubtedly find different points of emphasis with plenty of data to back up their differing conclusions. Still, we try to identify some points that we think most readers can agree upon.

First, education is a dominant theme throughout the analysis. It is identified as a major activity undertaken by our respondents, and is seen as a fundamental way to try to change systems. Educational system shortcomings are viewed as an obstacle to economic self-sufficiency for women and girls, and it is considered a priority for achieving economic self-sufficiency, and it is a target for public policy changes.

Other areas, though, are also consistently identified as priorities, in part, because of the role women traditionally play in society. Respondents see the need to improve health care and child care. Child support enforcement is a concern, as is the wage gap. Teen pregnancy is a concern. More general concerns include transportation, financial literacy, and affordable housing.

Of course, everyone sees money as one of the key underlying issues. Virtually everything discussed is ultimately a money issue and our respondents recognize that too little in the way of financial resources are trying to solve too much in the way of problems. Without extra resources, many needs simply will simply go unmet or undermet.

But, not everything identified is so neatly identified as a money issue. Attitudes - of the community and of those who could benefit from assistance - - are consistently identified as issues interfering with success. Money might help address those attitudes, but success in that area will require more than money.

We also see substantial support for changes in public policies. Changing public laws or bureaucratic practices is not easy, but the solution is not completely a matter of resources. Those on the front line of service provision feel that there are changes that can be made that would improve the opportunities to promote economic self-sufficiency for women and girls.

There is also some indication that our respondents think that coordination and leadership in the social service community would be valuable. Respondents suggest that, at least in some communities, service coordination would be valuable to identify gaps, eliminate duplication of services, and ease the task for clients. Respondents also suggest that coordination might provide for a more effective voice for advocacy of economic self-sufficiency for women and girls. We did not ask directly about the leadership and mobilization of those who share that concern, but the comments we did hear imply that most of those we talked to think of themselves as fighting the battle on their own. Almost all the relationship-type responses deal with the relationship between the provider

and the client. A few comments suggest that our respondents see relationships with their peers as potentially useful, but not occurring frequently enough.

These responses suggest no sense of connectedness with anything above that might serve to provide leadership and networking support or that might serve as advocates for their cause more broadly. In other words, the worldview of our respondents is one where they are alone fighting an amorphous blob that can be pushed to change its shape, but not conquered. What is lacking is someone from above who can coordinate the attack by identifying where to attack, but more importantly by changing the rules of the conquest and by guiding a wider range of resources to the challenge. They see themselves alone in the struggle and know that there are limits to what they can do without systemic change, but they do not see much opportunity for changing that system.

Table 1: Programs Offered by Survey Participants

Programs Offered	Percentage
Family Education/Counseling	82
Education for Women and Girls	80
Leadership Development	68
Mentoring/Coaching	60
Financial Literacy	60
Child Care	57
Activities for Girls	56
Job Training	54
Domestic Violence/Assault	53
Health	53
Teen Pregnancy	48
Drug and Alcohol Programs	37
Small Business Development	34
Homeless/Transitional Housing	32

Table 2: Primary Program Offered by Survey Participants

Programs Offered	Percentage
Education for Women and Girls	22
Family Education/Counseling	17
Other	11
Health	11
Domestic Violence/Assault	7
Leadership Development	6
Child Care	3
Homeless/Transitional Housing	3
Drug and Alcohol Programs	3
Small Business Development	3
Financial Literacy	3
Activities for Girls	2
Teen Pregnancy	2
Job Training	2
Mentoring/Coaching	1

Table 3: Obstacles for Respondents' Programs

Obstacles	% Very Serious	% Serious
Money/Financial Resources	46	41
Transportation	23	31
Not Enough Volunteers	17	29
Awareness of Programs	14	42
High Program Costs	14	39
System or Policy Barriers	13	30
Working Poor Barriers	13	35
Not Enough Staff	12	34
Insufficient Outreach	11	43
Community Attitudes	11	34
Physical Space	8	18
Language	6	25
Cultural Barriers	4	36
Hours of Operation	4	15

Table 4: Statewide Obstacles for Programs Serving Women and Girls

Obstacle	% First Mentioning	% Second Mentioning
Money or Financial Resources	51	16
Transportation	13	13
Awareness of Programs	9	14
Community Attitudes	4	6
Cultural Barriers	4	5
System or Policy Barriers	4	9
Not Enough Staff	2	4
Insufficient Outreach	2	13
Not Enough Volunteers	2	5
Language Barriers	1	2
Hours of Operation	1	1
Physical Space	1	3
Working Poor Barriers	1	5
High Operating Costs	<1	4

Table 5: The Best Way to Spend More Money to Help Women and Girls

Best Way	%
Hire More People	28
More Outreach Activities	26
Develop New Programs	24
Pass it Through to Providers	12
Better Physical Facilities	5
More Training for Employees	4
Don't Know	1

Table 6: Obstacles to Women Achieving Economic Self-Sufficiency

Obstacle	% Very Significant	% Significant
Child Care	62	32
Health Care/Insurance	60	33
Support System	49	41
Teen Pregnancy	44	46
Education	45	45
Low or Unequal pay	40	49
Transportation	34	40
Housing	34	50
Job Training	31	60
General Attitudes	31	48
Role Models/Mentoring	30	45

Table 7: Priorities to Achieve Economic Self-Sufficiency for Women

Priority	% Highest	% Important
Job Training	68	17
Health Programs	41	33
Affordable Child Care	40	33
Enforce Child Support	36	32
Teen Pregnancy Prevention	35	29
Drug and Alcohol Programs	30	32
Financial Literacy	29	39
Mental Health Programs	27	32
Transportation	26	24
Policy/System Changes	25	26
Service Agency Networking	24	31
Service Agency Support	20	29
Program Awareness	19	32
Mentoring/Life Skills	18	36
Legal Assistance	14	31
Small Business Development	8	16

Table 8: Public Policy Priorities to Help Women Achieve Economic Self-Sufficiency

Policy Change	% Highest	% Important
Education	56	31
Health	39	35
Child Care	33	33
Wage Gap	28	33
TANF	18	35

APPENDIX A

Survey Instrument

**Oklahoma Communities Foundation Project
Women's Needs Assessment
OU POLL Telephone Script**

Hello, my name is _____ and I am calling you from OU POLL in regards to your position as _____. You may recall receiving a letter about a week ago alerting you to the fact that OU POLL would be calling to ask for your voluntary participation in a survey funded by the Oklahoma Communities Foundation. We will be asking questions about your agency or organization as they apply to the economic self-sufficiency of women and girls. You may be involved in other organizations, but our sampling procedure requires us to discuss the _____ agency.

The survey will only take about 10 minutes to complete. I need to inform you that all of your answers are confidential, and there are no risks to your participation, however, the benefits to society are evident. You may refuse to answer any question or withdraw at any time without any penalty to your organization.

Is now a good time to talk?

(If not, schedule call back. If so, continue.)

Some questions might not be applicable to an organization such as yours. If that is the case, please just let me know.

1. Please begin by telling me about your organization. To the best of your knowledge, about how large is your annual operating budget?

- 01 Less than \$500,000
- 02 Between \$500,000 and \$1,000,000
- 03 Between \$1,000,000 and \$5,000,000
- 04 Between \$5,000,000 and \$10,000,000
- 05 Over \$10,000,000
- 06 Don't know

2. About how many full time equivalent employees does your agency or organization have?

- 01 Less than 5
- 02 Between 6 and 10
- 03 Between 11 and 20
- 04 Between 21 and 50
- 05 Between 51 and 100
- 06 More than 100
- 07 Don't know

3. Does your agency or organization deliver any programs that primarily assist or serve women or girls?

- 01 Yes
- 02 No
- 03 Don't know

4. If yes, would you say that your program or programs:

- 01 Primarily assist women or girls in their present condition

- 02 Attempt to change the conditions in which they find themselves
 03 Some programs of both
5. Does your organization work to change systems or policies that affect the economic self-sufficiency of women?
- 01 Yes
 02 No
6. If yes, how is that work done?
- Research
 01 Yes
 02 No
- Public awareness and education
 01 Yes
 02 No
- Lobbying
 01 Yes
 02 No
- Other, please specify
7. Considering all the programs offered by your organization, which of the following would you say they **primarily** help?
- 01 Women
 02 Men
 03 Children
 04 Family units
 05 A mix of all (DNR)
8. Which of the following programs or services do you offer to meet the needs of girls and women?
- 01 Health, including reproductive rights and health
 02 Domestic violence, sexual assault, and abuse
 03 Activities for girls
 04 Family education or counseling
 05 Educational programs aimed at girls or women
 06 Homeless or transitional housing
 07 Drug or alcohol addiction
 08 Child care of any sort (including pre, post school care, days out programs, etc)
 09 Teen pregnancy
 10 Job training (including non-traditional)
 11 Financial literacy
 12 Mentoring or coaching
 13 Leadership development
 14 Creation of small businesses
 15 None
 16 Other (please specify)
9. From that same list, what do you consider to be your primary program or service? Again, I am referring to programs you offer to meet the needs of women or girls.

- 01 Health, including reproductive rights and health
- 02 Domestic violence, sexual assault, and abuse
- 03 Activities for girls
- 04 Family education or counseling
- 05 Educational programs aimed at girls or women
- 06 Homeless or transitional housing
- 07 Drug or alcohol addiction
- 08 Child care of any sort (including pre, post school care, days out programs, etc)
- 09 Teen pregnancy
- 10 Job training (including non-traditional)
- 11 Financial literacy
- 12 Mentoring or coaching
- 13 Leadership development
- 14 Creation of small businesses
- 15 None
- 16 Other (please specify)

10. I am going to name some possible obstacles to achieving greater success for the programs that **you** offer serving women and girls. Please tell me how serious of an obstacle each of the following items is.

Money or financial resources

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

Qualified and available service providers or staff

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

Making those who benefit from your services aware of them

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

Transportation for clients

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

Language barriers

- 01 Very serious
- 02 Serious
- 03 Not very serious

- 04 Not at all serious
- 05 Don't know

Not enough volunteers

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

High operating costs

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

Insufficient outreach into some parts of the community or state (e.g. rural or ethnic group)

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

Lack of or inadequate physical space

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

Community attitudes

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

Cultural barriers

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

Systems or policies that hamper the ability to deliver services

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

Hours of operation for the delivery of services

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

Barriers to serving the working poor

- 01 Very serious
- 02 Serious
- 03 Not very serious
- 04 Not at all serious
- 05 Don't know

11. Can you think of any other serious obstacles?

- 01 No
- 02 Yes (please specify)_____

12. Now, let's think generally about programs in this state that serve women or girls. I am going to read you the same list again. From that list, please select the one or two obstacles that you see as most significant for programs in Oklahoma that generally serve women or girls.

- 01 Money or financial resources
- 02 Qualified and available service providers or staff
- 03 Making those who benefit from services aware of them
- 04 Transportation for clients
- 05 Language barriers
- 06 Not enough volunteers
- 07 High operating costs
- 08 Insufficient outreach into some parts of the community or state (e.g, rural or ethnic groups)
- 09 Lack of or inadequate physical space
- 10 Community attitudes
- 11 Cultural barriers
- 12 Systems or policies that hamper the ability to deliver services
- 13 Hours of operation for the delivery of services
- 14 Barriers to serving the working poor

13. If agencies like yours received more money, what would be the best way to spend it to help meet the needs of women and girls?

- 01 Hire more people
- 02 Provide more training for your employees
- 03 More outreach activities
- 04 Pass it through to appropriate service providers
- 05 Obtain better physical facilities
- 06 Develop one or more new programs (Specify) _____
- 07 Don't know

14. How significant is each of the following obstacles to improving the economic self-sufficiency of women in the state of Oklahoma over the long term?

Low or unequal pay

- 01 Very significant
- 02 Significant
- 03 Not very significant
- 04 Not at all significant
- 05 Don't know

Education

- 01 Very significant
- 02 Significant
- 03 Not very significant
- 04 Not at all significant
- 05 Don't know

Job training

- 01 Very significant
- 02 Significant
- 03 Not very significant
- 04 Not at all significant
- 05 Don't know

Affordable child care

- 01 Very significant
- 02 Significant
- 03 Not very significant
- 04 Not at all significant
- 05 Don't know

Lack of a support system for struggling women

- 01 Very significant
- 02 Significant
- 03 Not very significant
- 04 Not at all significant
- 05 Don't know

Lack of transportation

- 01 Very significant
- 02 Significant
- 03 Not very significant
- 04 Not at all significant
- 05 Don't know

Lack of health care or insurance

- 01 Very significant
- 02 Significant
- 03 Not very significant
- 04 Not at all significant
- 05 Don't know

Shortage of role models and mentoring

- 01 Very significant
- 02 Significant
- 03 Not very significant

- 04 Not at all significant
- 05 Don't know

Lack of affordable housing

- 01 Very significant
- 02 Significant
- 03 Not very significant
- 04 Not at all significant
- 05 Don't know

Teen pregnancy

- 01 Very significant
- 02 Significant
- 03 Not very significant
- 04 Not at all significant
- 05 Don't know

The general attitudes of people in this state

- 01 Very significant
- 02 Significant
- 03 Not very significant
- 04 Not at all significant
- 05 Don't know

15. Anything else? _____

16. There are many ways to help women in this state be economically self-sufficient, but if you had to establish some priorities, what would they be? I am going to ask you about a number of possibilities. Even if you think are all important, please help us by differentiating between those that are the highest priorities and those that are less a priority.

Education and job training

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Affordable child care

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Teen pregnancy prevention

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Enforcement of child support

- 01 Highest priority
- 02 An important priority

- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Greater knowledge of those in need of available programs

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Transportation

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Mentoring programs or other programs the help clients develop personal and life skills

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Support for creation of small businesses

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Drug or alcohol abuse programs

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Legal assistance

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Financial literacy

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Health programs

- 01 Highest priority
- 02 An important priority

- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Mental Health programs

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Networking of social service agencies

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Support for social service agencies (for example, professional development, or leadership training)

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

Policy or system changes

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all for our agency/program

17. It may be important to change some public policies to move towards greater economic self-sufficiency for women. If you had to establish some priorities, what would they be? I am going to ask you about a number of possibilities. Again, even if you think are all important, please help us by differentiating between those that are the highest priorities and those that are less a priority.

Child care policies

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all

TANF (pronounced Tannif...like Brannif)

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all

Wage gap

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all

Health policies

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all

Support for education

- 01 Highest priority
- 02 An important priority
- 03 A priority
- 04 Only a low priority
- 05 Not a priority at all

18. Are there other policy changes that are a priority? If so, please specify

19. Is there anything else we have not discussed that you would like to add regarding your agency and how it addresses the needs of women and/or children in the state of Oklahoma?

- 01 No
- 02 Yes _____

We would like to thank you for your time in participating in this poll. Would you like to have phone numbers to call regarding the conduct or content of this poll?

Yes: If you have questions regarding the content of this poll, please call OU POLL at 405-325-7655. If you have questions about your rights as a research participant, please call the Office of Research Administration at 405-325-4757.

No: Thanks again for your time, and have a great day.

APPENDIX B

Responses to Open-Ended items

Question GW15: What services do you offer to meet the needs of girls and women?

DAYCARE CENTER, BOYS AND GIRLS CLUB, BOY SCOUTS AND WE PROVIDE A TRANSPORTATION SYSTEM

ESL

FUNDING OTHER SERVICE PROGRAMS

AFFORDABLE HOUSING, TRANSPORTATION, HEAD START WEATHERIZATION, HOUSING, RENT AND UTILITY ASSISTANCE

BUILDING APPROXIMATELY THIRTY THOUSAND HOUSES A YEAR FOR LOW INCOME FAMILIES, IMPROVING ENERGY EFFICIENCY OF HOUSES, PROVIDING EMERGENCY ASSISTENCE TO MEDICATION, AND PROVIDING FOOD PANTRY SERVICES.

CHILD SUPPORT ENFORCEMENT, CHILD CARE FOOD PROGRAMS. PERSONS WITH DISABILITIES, TRANSPORATION, WEATHERIZATION, INDIVUAL DEVELOPMENT ACCOUNTS

NUTRITIONAL PROGRAMS

NUTRITION

GED, LITERACY PROGRAMS, AREAS OF EDUCATION

ENGLISH CLASSES

CLOTHING ROOM, FOOD PANTRY, LIFE SKILLS CLASSES

PROVIDE ASSISTENCE FOR WOMEN WHO ARE IMMIGRANTS AND REFUGEES AND REFUGEE RESETTLEMENT FOR THOSE WHO HAVE ENGLISH AS A SECOND LANGUAGE; IMMIGRATION CASE MANAGEMENT AND CITIZENSHIP CLASSES

A LOT OF LITERACY

PARENTING THROUGH DIVORCE CLASSES, NUTRITION EDUCATION PROGRAMS AND MANY MORE

4H YOUTH DEVELOPMENT, FAMILY CONSUMER SCIENCES, AGRICULTURE, REAL ECONOMIC DEVELOPMENT

WELL WOMEN CLINIC, PHARMACY, PRENATAL AND HEALTH CARE

MEDICAL SERVICES, ATTENDANT ASSISTED SERVICES SUCH AS TRANSPORTATION, DISEASE MANAGEMENT, LONG-TERM AND SHORT-TERM HELP

CHARACTER COUNTS--WORK WITH 3-6 YR OLDS, WORK WITH PUPPETS TO TEACH CHARACTER TO CHILDREN

WE PROVIDE RELATIONSHIP PREP PREVENTION IN RELATIONSHIP ENHANCEMENT PROGRAM, AG PRODUCTION, CONTROL BURNING FIRES, WE PARTNER WITH RECYCLING PESTICIDES, AND PROVIDE CHARACTER EDUCATION

PARENTING SKILLS

ADULT EDUCATION

VOLUNTEER CENTER, YOUTH VOLUNTEER CORP, DISABILITIES ACTIVIST GROUP, AREA PREVENTION RESOURCE CENTER, PUBLIC POLICY COMMITTEE, AIDS COALITION, HELP LINE, FAMILY PLANNING, HISPANIC INITIATIVE, INR, NUTRITION PROGRAM, DRUG CORE, HOMELAND SECURITY PROJECT, 211 INITIATIVE, CENTER FOR COMMUNITY RESEARCH COALITION, HOMELESS SERVICES NETWORK, NORTHSIDE COORDINATING COMMITTEE, PARENTING EDUCATION NETWORK, SCHOOL COMMUNITY PARTNERSHIPS, PRENATAL CARE, TULSA HUMAN RESPONSE COALITION, TULSA REGIONAL PLANNING AND BOARD, TULSA WEATHER COALITION, YOUTHFUL DRUNK DRIVING PREVENTION

PROVIDE A PLACE FOR NURSES TO INTERN AND TRAIN

AGRICULTURE, REAL IN COMMUNITY DEVELOPMENT, FAMILY CONSUMER SCIENCE

LIFE SKILLS, CONFLICT RESOLUTION, CULTURAL DIVERSITY

TEACHING TO BE MORE POLITICALLY AWARE

ENGLISH ASSISTANCE, CITIZENSHIP, ACQUIRING REGISTRATION FOR VOTING, REFERRAL TO SOCIAL SERVICE AGENCIES

EDUCATIONAL ENGLISH AS A SECOND LANGUAGE AND LITERACY; A COMBINATION OF LITERACY AND CIVICS

STD CLINIC, ENVIRONMENTAL HEALTH CLINIC THAT DOES INSPECTIONS ON FOOD ESTABLISHMENTS IN THE COMMUNITY, CHILD GUIDANCE AS RELATED TO PARENTING SKILLS

EARLY CHILDHOOD DEVELOPMENT

WE ADDRESS AGRICULTURE, FAMILY CONSUMER SCIENCES, 4H YOUTH DEVELOPMENT, RURAL AND ECONOMIC DEVELOPMENT

WOMEN FARMERS

FAMILY LITERACY PROGRAMS, WORKPLACE PROGRAMS, ESL PROGRAMS

PERFORMING THE EDUCATIONAL PART OF OTHER AGENCIES' SERVICES OR PROGRAMS

EMPLOYEE ASSISTANCE PROGRAM; PREVENTION PROGRAMS (COMMUNITY) AND SCHOOLS

NUTRITIONAL EDUCATION

SPIRITUAL DEVELOPMENT

EMERGENCY FINANCIAL AID FOR UTILITIES, PRESCRIPTIONS AND WE ALSO PROVIDE VOLUNTEER TRANSPORTATION FOR THE ELDERLY, AND COORDINATE SEASONAL ACTIVITIES FOR NEEDY FAMILIES

GED--WORK-BASED PROGRAMS

CAREER AWARENESS AND CAREER EDUCATION, COMPUTER LITERACY

PERMANENT HOUSING

GED AND OTHER BASIC SKILLS

ACADEMIC GROWTH; ESL

4-H, ECONOMIC PROGRAMS, AG PROGRAMS

IMMIGRATION COUNSELING, SPANISH HELP-LINE, TRANSLATION WORK, AMERICORPS

RECREATIONAL, EDUCATIONAL AND MENTAL HEALTH

PERSONAL AND PROFESSIONAL DEVELOPMENT AND LEADERSHIP SKILLS FOR WOMEN

AMERICORPS

A LOT ON CITIZENSHIP, IMPROVING QUALITY OF LIFE THROUGH SMALL ACTIVITIES

LITIGATION

BILINGUAL PROGRAM--ESL

POULTRY EDUCATIONAL HOURS

BASIC NUTRITION PROGRAMS, 4-H PROGRAMS

TRANSPORTATION

SUICIDE AWARENESS AND PREVENTION

SOCIAL DEVELOPMENT; EMPLOYABILITY SKILLS TRAINING; CAREER PLACEMENT; JOB SEARCH; HIGH SCHOOL AND GED PROGRAMS; CULTURAL AWARENESS; INTERGROUP RELATIONS; DRIVERS EDUCATION; INDEPENDENT LIVING SKILLS

FOOD AND NUTRITION EDUCATION AND AGRICULTURE EDUCATION

NUTRITION AND HEALTHY LIVING; PARENTING SKILLS; CHARACTER EDUCATION; GOVERNOR'S INITIATIVE PREP MARRIAGE ENHANCEMENT; PREPARATION FOR SUCCESSFUL MARRIAGES

HEAD START SERVICES, FAMILY SUPPORT SERVICES

YOUTH INTERNSHIP PROGRAM; NOT ONLY FOR WOMEN, BUT BOYS AS WELL

FAMILY LITERACY--EARLY CHILDHOOD AND PARENT IN CONJUNCTION

INDEPENDENT LIVING FOR TEENAGERS

WE HELP WOMEN SURVIVE IN GETTING PRIMARY AND PREVENTATIVE HEALTH CARE, AND BETTER FINANCIAL FOOTING

CLOTHING AND FOOD PANTRY

SMART MOVES, SMART GIRLS, POWER HOUR, STREET SMART, BALLET, MUSIC

COMMUNITY HEALTH DEVELOPMENT

IMMIGRATION ASSISTANCE, REFUGEE RELOCATION

INVOLVE CHILDREN IN POLITICAL PROCESS- TAKE THEM TO THE CAPITOL;
DO MARCHES, RALLIES (ADVOCACY) CAMPING, HEALTH FAIRS AND
OTHER ACTIVITIES WITH CHILDREN. WE ALSO COLLABORATE WITH
OTHER ORGANIZATIONS TO ACHIEVE OUR GOALS

FIRST OFFENDER PROGRAM (40% GIRLS)

NUTRITIONAL CHILDCARE FOOD PROGRAM EDUCATING PROVIDERS AND
FAMILIES OF YOUNG CHILDREN; ENHANCING QUALITY OF CHILDCARE

EMPLOYMENT SERVICES; HEALTH PREVENTION AND AWARENESS

SUBSTANCE ABUSE PREVENTION; DRAMA TROOP

PRESERVING FAMILY UNITS, INCOME MAINTAINANCE, HEALTH CARE
ACCESS, PROVIDING ACCESS TO SAFE HOUSING. END OF LIFE PLANNING
PROBLEMS - WILLS, HEALTH CARE DIRECTIVES, ESTATE ISSUES. HIV/AIDS
LEGAL RESOURCE PROJECT, WHICH INCLUDES LIFE-PLANNING AND
DISCRIMINATION ISSUES. FARM-WORKER LAW PROJECT - SERVES THE
LEGAL NEEDS OF AGRI-BUSINESSES AND OTHER ASSOCIATED JOBS

IMMUNIZATION OUTREACH, TRAFFIC SAFETY, GANG PREVENTION AND
INTERVENTION, WORK WITH HIGH RISK YOUTH TO REDIRECT THEIR
BEHAVIOR, HIV PREVENTION, STD PREVENTION, TOBACCO PREVENTION,
REHAB, BUILD AND SELL HOMES, HOME BUYER EDUCATION CLASSES

ALL SPECIFIC SERVICES TO NEEDS IN EDUCATION, WE PROVIDE A FULL
EDUCATION--GENERAL MOTORS FAMILY HEALTH FESTIVAL, BICYCLE
RODEOS, GIVE AWAY HELMETS TO LOW INCOME KIDS, WITH UNITED WAY,
WE GAVE AWAY 12000 BOOSTER SEATS, WORKING TO SECURE CHILDREN
UP TO AGE SIX, WE PARTNER WITH A LOT OF OTHER AGENCIES

SEXUAL ABUSE COUNSELING; SELF-ESTEEM; STRESS MANAGEMENT;
TRAUMA; 12 STEP PROGRAMS; GRIEF AND LOSS; ART THERAPY; EXERCISE;
ANGER MANAGEMENT

WE PROVIDE CARE FOR FOLKS AND FAMILIES THAT ARE LIVING WITH
HIV--DOMESTIC, SOCIAL SUPPORT, TRANSPORTATION, PROBLEM SOLVING
NEEDS

TEACH SCHOOLS ON DATING VIOLENCE, VIOLENCE PREVENTION IN
SCHOOLS, SUPERVISED VISITATION

WE PROVIDE WIC SERVICES (FOOD)

CO-PARENTING THROUGH DIVORCE, NUTRITION

ACCESS TO CAPITOL--HOW TO GET BANK LOANS

NUTRITION (WE FEED THE CHILDREN AND ELDERLY), FAMILY SUPPORT SERVICES, WEATHERIZATION, CHILD DEVELOPMENT, TRANSPORTATION

BUILD HOUSES

Question GWPRM: From that same list, what do you consider to be your primary service to aid women and girls?

RUN ANNUAL CAMPAIGN TO RAISE FUNDS, WHICH ARE ALLOCATED TO 22 AGENCIES AT THIS PARTICULAR TIME AND A COUNTY AREA

FUNDING OTHER SERVICE PROGRAMS

HEADSTART

NUTRITION

FEEDING AND CLOTHING

EARLY CHILDHOOD DEVELOPMENT AND CARE

FINANCIAL AID FOR UTILITIES AND PRESCRIPTIONS

PROVIDING PERMANENT AND AFFORDABLE HOUSING

RECREATION AND SOCIAL SERVICES

PERSONAL AND PROFESSIONAL DEVELOPMENT FOR WOMEN

WE PRIMARILY FUND PROGRAMS

TRANSPORTATION

HEADSTART

PARENTING AND MARRIAGE EDUCATION

PREVENTION OF ALCOHOL ADDICTION AND DRUG ABUSE

EMERGENCY ASSISTANCE

COMMUNITY HEALTH DEVELOPMENT

REFERRAL SERVICE FOR HELP IN FINDING CHILD CARE

PROVIDING A SURROGATE FAMILY FOR PEOPLE LIVING WITH HIV

CHILD DEVELOPMENT

BUILDING HOMES FOR FAMILIES OR INDIVIDUALS WHO ARE BELOW THE
MEDIAN INCOME

**Question OSO: Can you think of any other obstacles in regard to aiding the
working poor?**

WE DO NOT HAVE DRIVER'S ED. SOMETIMES THERE'S A NEED FOR
MEDICATION AND IT'S VERY HARD TO OBTAIN IT.

REGULATIONS

EDUCATION

GETTING PEOPLE TO USE THE SERVICE AND LETTING THEM KNOW ABOUT
IT.

COOPERATION FROM OTHER AGENCIES

FINANCIAL IMPACT OF THE STATE IS IMPACTING THE AGENCY—THERE
HAS BEEN A 28.5% REDUCTION IN STAFF

DAYCARE

CURRENT ECONOMY

MOTIVATION FROM THE PEOPLE INVOLVED

POLITICS

POOR HEALTH CARE AND ILLITERACY

HEALTH CARE IN THIS COUNTRY AND STATE AND COUNTY—CLEVELAND

NO MEDICAL CARE

PERMAMENT HOUSING AND PERMANENT SHELTER

NOT ENOUGH MONEY TO SERVE THE CLIENTELE, THEY TAKE ALL THE MONEY AND GIVE IT TO THE PRISONERS--THERE ARE A LOT OF PEOPLE IN JAIL SERVING SENTENCES FOR CRIMES THAT ARE NOT SERIOUS, WHO COULD BE BETTER USED SERVING THE COMMUNITY.

NOT ENOUGH MEDIA ATTENTION, ADVERTISING

TRIBAL POLITICS, INDIRECT COSTS, POOR COMMUNITIES EXPECTED TO PAY TOO MUCH

CREDIT HISTORY

APATHY OF THE CLIENTS

GETTING PEOPLE TO ATTEND PROGRAMS, TRYING TO MESH VARIOUS PHYSICAL ACCOUNTING SYSTEMS-UNIVERSITY, STATE. VARIOUS GOVERNMENTAL AGENCIES ARE NOT MADE TO WORK TOGETHER, THOUGH THEY SHOULD

GETTING THE INFORMATION OUT THAT WE ARE AN EDUCATIONAL PROGRAM THAT IS FREE TO THE PUBLIC AND ATTRACTING OTHER AUDIENCES IN MORE SUBURBAN OR URBAN AREAS. THIS IS A MARKETING PROBLEM.

LACK OF TREATMENT OPTIONS FOR GIRLS AND WOMEN; INPATIENT TREATMENT OPTIONS, FOR EXAMPLE

LIMITED BED SPACE. THERE ARE WAITING LISTS TO GET INTO THE SERVICE PROGRAM. NOT ENOUGH TREATMENT CENTERS FOR WOMEN AND THEIR CHILDREN. NOT ENOUGH LONG-TERM TREATMENT

MOTIVATION TO BRING PEOPLE IN

AVAILABILITY OF CHILD CARE

LACK OF SUPPORT BY PARENT AGENCY

BUDGET

MISOGYNY

OKLAHOMA'S BUDGET

THERE'S NOT ENOUGH OF US TO GO AROUND

RESOURCES

LACK OF REALIZATION THAT THEY NEED TO ATTEND SOME OF THESE THINGS, LACK OF INTEREST

LACK OF MOTIVATION ON THE PART OF THE PARTICIPANT, LACK OF CHILD CARE

NOT ENOUGH QUALIFIED COUNSELORS

SERVING WOMEN WITH CHILDREN IN A RESIDENTIAL SETTING

FUNDING; YOU CAN'T SECURE AN AUDIENCE DURING WORKING HRS, SO YOU WORK DURING NIGHTS AND WEEKENDS; THE NEED IS THERE, BUT THERE IS APATHY, SO WE HAVE TO TAKE EDUCATIONAL PROGRAMMING TO THE PEOPLE

YET TO BE IDENTIFIED NEEDS SUCH AS A FULL UNDERSTANDING OF THE HOMELESS POPULATION (NEED FOR ALTERNATIVE HOUSING)

LACK OF FINANCIAL RESOURCES TO MEET THE NEEDS OF WOMEN AND GIRLS

IT'S DIFFICULT TO HELP PEOPLE WHO DON'T KNOW THEY NEED HELP; NEED TO TEACH PEOPLE HOW TO TAKE CONTROL OF THEIR OWN DESTINY; PEOPLE HAVE BEEN ON WELFARE FOR SO LONG

COMMUNICATION, GETTING THE WORD OUT, IT'S REALLY HARD TO FIND THESE PEOPLE—MEANING THOSE NOT GOING TO THE HEALTH DEPT AND NOT LOOKING FOR A HANDOUT. THIS IS PARTICULARLY SEEN IN THE WORKING POOR

HOUSING FOR CLIENTS

CLIENT ATTITUDES- THEY DON'T TRY

EDUCATION FOR LAW ENFORCEMENT

HARD TO DELIVER SERVICES WHEN THEY ARE NEEDED AND AVAILABLE

GETTING STATE RESOURCES TO THE OUTLYING COMMUNITIES

RETAINING STUDENTS WHO ENROLL IN EDUCATION CLASSES

UNEDUCATED JUDICIAL SYSTEM

TERRITORIAL ISSUES BETWEEN AGENCIES; TURF BATTLES

IN ORDER TO GIVE AWAY 50 CHILD SEATS-40 DOLLARS A SEAT IS OUR COST. MONEY CONTINUES TO BE A CHALLENGE BECAUSE WE GIVE OUT SO MANY CAR SEATS.

KNOWLEDGE OF SEVERITY OF SUBSTANCE ABUSE IN STATE OF OKLAHOMA--CURRENTLY 3RD IN THE NATION; LACK OF EDUCATION

FREE MEDICAL

DIAGNOSIS OF LEARNING DISABILITIES, PSYCHOLOGICAL EVALUATIONS, VISUAL, MEDICAL, DENTAL CONDITIONS, LEGAL PROBLEMS OF THE CLIENTS, STABLE HOUSING, CARE FOR SICK CHILDREN, CAREER AWARENESS AND DEVELOPMENT, LACK OF AWARENESS OF WORK CULTURE, LACK OF ROLE MODELS, INADEQUATE EDUCATION OF CLIENTS

Question SPEN: If agencies like yours received more money, what would be the best way to spend it to help meet the needs of women and girls?

JOB READINESS

I DO NOT KNOW

MORE WITH TEEN PREGNANCY AND DRUG AND ALCOHOL ADDICTION

ANYTHING THAT WILL HELP EDUCATE WOMEN AND GIRLS TO ADDRESS THEIR NEEDS

JUST MORE IN GENERAL

HELP

EDUCATION AND PREVENTION

CHILD CARE

FAMILY LITERACY AND CHILD CARE

EXPAND ON LIFE SKILLS PROGRAM AND HAVE A PERMANENT HOUSING PROGRAM

TRANSITIONAL LIVING

ECONOMIC EMPOWERMENT OF WOMEN, SOCIAL ENTREPRENEURSHIP--
SETTING UP A BUSINESS IN WHICH WOMEN CAN RECEIVE TRAINING AND
BECOME EMPLOYED AND REACH HIGHER LEVEL POSITIONS. PROGRAMS
SUCH AS THESE WOULD BE USEFUL

EDUCATIONAL AND TRANSPORTATION PROGRAMS

MORE EDUCATION

WE DON'T NECESSARILY HAVE A PROGRAM HERE THAT DISCUSSES
TEENAGE PREGNANCIES AND ADEQUATE DAYCARE FACILITIES. WOMEN
NEED TO HAVE FUN SO THEY CAN BE TRAINED AND EDUCATED MORE
EASILY. MOST GIRLS, WOMEN WANT TO GET EDUCATED, BUT THEY HAVE
A COUPLE OF KIDS AND THE COST OF BABYSITTING ON TOP OF
EDUCATION IS A PROBLEM.

MORE FAMILY LITERACY PROGRAMS

MEDICAL AND LIFE SKILLS TRAINING

EDUCATION

ANY PROGRAMS AVAILABLE THAT ARE RELATED TO THE GOAL WE ARE TRYING TO ACHIEVE WOULD BE HELPFUL

TEEN PREGNANCY PREVENTION PROGRAMS AND A SUBSTANCE ABUSE INTERVENTION PROGRAM

HEALTH AND WELLNESS PROGRAMS

VOLUNTEERS

EXPAND SERVICES, GO OUTSIDE COUNTY
COLLABORATE WITH OTHER ORGANIZATIONS

ASSIST IN HELPING POOR WOMEN RECEIVE LEGAL REPRESENTATION TO HELP GET CHILD SUPPORT

COMMUNITY PLANNING AND IMPLEMENTATION FOR LOCAL NEEDS

MARRIAGE EDUCATION

FAMILY LITERACY PROGRAMS

SOMETHING DEALING WITH MATERNAL AND CHILD HEALTH

HELPING WOMEN TO BECOME AWARE OF POTENTIAL OPPORTUNITIES

CASE MANAGEMENT, HANDS-ON PROGRAMS

I DO NOT KNOW

EDUCATIONAL AND HEALTH PROGRAMS

MORE CAREER OPTIONS FOR WOMEN; BETTER CAREERS, IMPORTANCE OF EDUCATION TO AQUIRE A BETTER CAREER

TEEN PREGNANCY PREVENTION PROGRAMS AND JOB TRAINING

TEEN PREGNANCY/OUTREACH/MENTORING PROGRAM

TRAINING AND PREPARING PEOPLE

EDUCATION

PROGRAMS TO REACH OUT TO PARENTS

CREATE SOME TRANSPORTATION PROGRAMS; LOTS OF FOLKS HAVE GOTTEN JOBS, BUT HAVE NO WAY TO GET THERE

ECONOMIC EDUCATION FOR OUR STUDENTS--SINCE WOMEN SPEND SO MUCH OF THE HOUSEHOLD BUDGET, WOMEN AND GIRLS SHOULD PROBABLY BE TRAINED FIRST

BOYS' AND GIRLS' CLUBS IN FIVE DIFFERENT NEIGHBORHOODS THAT HAVE BEEN TARGETED BUT DO NOT CURRENTLY HAVE THE RESOURCES TO BUILD THEM

CHILD CARE

COMMUNITY HEALTH PREVENTION PROGRAMS

METHODS TO CHANGE UNHEALTHY HUMAN BEHAVIOR

PARENTING, GEARED TOWARDS PARENTS OF CHILDREN WITH DISABILITIES

MORE AFTER SCHOOL PROGRAMS

ENHANCEMENT OF EXISTING PROGRAM--HELPS IMPROVE QUALITY AND USES INCENTIVE SYSTEM THE STATE HAS PUT IN PLACE FOR CHILD CARE PROVIDERS AND TRAINING--STAR 1, 2, 3 STAR RATING THEY RECEIVE IF THEY MEET REQUIREMENTS. WE HELP THEM MEET REQUIREMENTS AND THE STATE PROVIDES MORE MONEY FOR THEM.

JOB TRAINING OR EMPLOYMENT, ENHANCING SKILLS

TARGET SELF-ESTEEM AND EATING DISORDERS

SELF SUFFICIENCY CLASSES

DIAGNOSIS OF LEARNING DISABILITIES AND PSYCHOLOGICAL EVALUATIONS

Question PP6: Are there other policy changes that are a priority? If so, please specify.

LEGISLATION ON EDUCATION FOR ADULTS

CONFIDENTIALITY ISSUES FOR SERVICE AGENCIES NEED TO BE LESSENERD

THE WAY MONEY IS AWARDED THROUGH GRANTS--GET RID OF THE GRANTS SYSTEM

MORE COUNSELING FOR DIVORCE SITUATIONS, MORE COMMITMENT FROM THE START

CHANGE IN INSURANCE POLICIES. THE COST OF INSURANCE IS TOO HIGH, AND MOST WOMEN DO WITHOUT

DRUG AND ALCOHOL REHAB

MENTAL HEALTH POLICIES, SUBSTANCE ABUSE POLICIES

AFTER SCHOOL PROGRAMS

THERE ARE TOO MANY "CINDERELLA" WOMEN WHO DON'T KNOW HOW TO MANAGE THEIR MONEY, LIVES, OR BODIES-THERE NEEDS TO BE A PARADIGM SHIFT ON HOW WOMEN THINK AND QUIT FEEDING ALL THE ROMANTIC B.S.

CHANGING MINIMUM WAGE SCALE, CHANGE JUSTICE SYSTEM-PUT LESS NONVIOLENT PEOPLE IN PRISON

MORE EDUCATION FOR DIFFERENT CULTURES

BETTER NETWORKING SYSTEM BETWEEN AGENCIES TO AVOID DUPLICATION OF SERVICES

MINIMUM WAGE ESTABLISHMENT IN OKLAHOMA, PRIORITY ON EARLY LEARNING AND DEVELOPMENT UNDER THE AGE OF 5- PRENATAL AND HELP FOR CHILDREN FOR A MINIMUM OF THREE YEARS OF LIFE

DOMESTIC VIOLENCE LAWS IN REGARDS TO WOMEN'S RIGHTS

SUBSTANCE ABUSE, EDUCATION

NOT ENOUGH MONEY

EASY AND AFFORDABLE ACCESSIBILITY TO REPRODUCTIVE SERVICES AND REPEAL THE NO-FAULT DIVORCE STATUTE. ALSO REPEAL THE INDIAN CHILD WELFARE ACT.

CHILD SUPPORT POLICIES

ONE STOP SYSTEM IS A START, BUT VARIOUS FUNDING AND GOVERNMENTAL AGENCIES SHOULD BE ABLE TO EXCHANGE INFO AND FUNDING CATEGORIES

AVAILABILITY OF IN-PATIENT TREATMENT, SHOULDN'T HAVE TO WAIT FOREVER TO GET INTO TREATMENT; DEVELOP MORE RESOURCES FOR TREATMENT

EDUCATION FOR REPRODUCTIVE HEALTH

CHILD SUPPORT POLICIES PRESENTLY FOCUS ON THE MONEY, AND NOT ON THE WELFARE OF THE CHILD, AND CAN DRIVE A WEDGE BETWEEN PARENT AND CHILD

CONSIDER THE CULTURAL BACKGROUND OF PEOPLE, AND TAKE TRADITION INTO CONSIDERATION--IT WOULD BE VERY IMPORTANT TO HELP ALL THE PEOPLE INVOLVED

OKLAHOMA INCARCERATES MORE WOMEN THAN ANY OTHER STATE. WHEN WOMEN GO INTO JAIL, THEIR CHILDREN GO INTO FOSTER CARE AT A SOCIAL AND FINANCIAL COST. WE NEED TO REEXAMINE CRIMINAL PENALTIES FOR WOMEN

DOMESTIC VIOLENCE

PROTECTIVE ORDER LAWS THAT MAKE IT HARDER FOR WOMEN WHO ARE VICTIMS OF ABUSE AND SEXUAL ASSAULT TO BE SAFE

DUPLICATION OF SERVICES THAT LEADS TO UNNECESSARY SPENDING

SCALES FOR ELIGIBILITY FOR HEALTH CARE NEED TO BE LOWERED, STRICTER LAWS TO PROTECT CHILDREN

TRANSPORTATION FUNDING, DRUG AND ALCOHOL COUNSELING NEEDS--MORE COUNSELING, MORE HOSPITALS WITH MORE BEDS

TRANSPORTATION; RURAL COUNTIES TRANSPORTATION IS A REAL ISSUE FOR UNEMPLOYED, LOW INCOME, ELDERLY; CAN'T GET TO JOB INTERVIEWS, HEALTH APPOINTMENTS, ETC.; THERE IS NO PUBLIC TRANSIT SYSTEM. CAN'T GET TO HEALTH DEPT TO GET IMMUNIZATIONS, SHOTS,

TO JOBS, JOB INTERVIEWS, TO ANY OF THE SERVICES THAT COULD HELP THEM

GRANTS FOR SERVICES

HOUSING POLICIES TO HELP WITH SELF SUFFICENCY; ELIGIBILITY QUALIFICATIONS FOR HOUSING--SOMETIMES QUALIFICATIONS ARE A BARRIER; HELPING INDIVIDUALS MEET CRITERIA IS IMPORTANT

HIGH SCHOOL DROPOUTS WHO ARE NOT CLASSIFIED AS SUCH FALL THROUGH THE CRACKS. NOTHING IS DONE ABOUT ENFORCEMENT TO PARENTS OR CHILDREN WHO DON'T GO TO SCHOOL, AND THESE ARE THE PEOPLE THAT WE GET TO WORK WITH. ATTITUDES HAVE TO CHANGE ON THE PART OF THE PARENTS AS WELL AS THE CHILDREN. THEY CAN BE FROM POOR TO WELL-OFF—REGARDLESS OF INCOME, I GET A CALL. WHEN THE KIDS TURN 16, THE JUDGE NEEDS TO PUT THE KIDS WHO ARE NOT IN SCHOOL THROUGH SOME KIND OF A COURT SYSTEM. THERE NEEDS TO BE STRICTER ENFORCEMENT OF ATTENDANCE LAWS IN SCHOOLS AND BETTER TRACKING OF THE STUDENTS.

LEGAL ISSUES

PUBLIC TRANSPORTATION IN RURAL AREAS

WE WOULD LIKE TO MAKE ABORTION ILLEGAL

TEACHING OF WISE FINANCIAL DECISIONS, BUDGETING AND FINANCE MANAGEMENT

EDUCATION OF THE LEGAL AND JUDICIAL SYSTEM

FOCUS ON BEING OTHER THAN JUST ABSTINENT
CHANGING DRUG ALCOHOL PROGRAM FOR WOMEN, ALLOWING THEM TO BRING THEIR CHILDREN INTO THE PROGRAM WITH THEM

IMMIGRATION

WE NEED TO CHANGE THE OVERALL Demeanor OF THE WHOLE COMMUNITY--IT'S NOT A SIN TO HAVE STEPPING STONES TO MAKE IT BETTER FOR YOURSELF AND YOUR FAMILY. WE NEED OPPORTUNITIES FOR EDUCATION, WAGE EQUITY FOR WOMEN, ASSISTANCE FOR CHILDCARE. ALL AGENCIES OVERSEEING THIS NEED TO BE ON THE SAME PAGE—WE MUST HAVE COMMUNICATION

EDUCATION SHOULD BE TOP PRIORITY, AND IT'S NOT

ADEQUATE HOUSING, VOUCHERS COME TOO SLOW

DEALING WITH MONEY MANAGEMENT, KNOWING HOW TO WORK- JOB EFFICIENCY, PROFESSIONALISM

LETTING THE PEOPLE KNOW THE SERVICES ARE AVAILABLE TO THEM

MENTAL HEALTH AND LEARNING DISABILITIES

Question EXA: Is there anything else we have not discussed that you would like to add regarding your agency and how it addresses the needs of women and/or children in the state of Oklahoma?

SOMETHING TO HELP WOMEN UNDERSTAND THE IMPORTANCE OF DEVELOPMENT--CHILDREN AND CHILD CARE

SEEKS TO ECONOMICALLY EMPOWER ITS OWN WORKFORCE, WHICH IS PRIMARILY WOMEN, BY PAYING HIGHLY COMPETITIVE WAGES AMONG SOCIAL SERVICE AGENICIES FOR THE SAME KIND OF WORK AND BENEFITS

WE DEAL WITH SO MANY PEOPLE WHO PROGRAMMED TO FAIL, WHO ARE COMFORTABLE FAILING, AND WHO CONTINUE TO FAIL. THEY DON'T MAKE CHANGES BECAUSE THEIR CHOICES ARE OFTEN NEGATIVE AND SELF-DEFEATING, SUCH AS PEOPLE WITH ASTHMA WHO CONTINUE TO SMOKE, PEOPLE WITH DIABETES WHO CONTINUE TO EAT SUGAR. ALL SELF-DEFEATING BEHAVIORS

WE, LIKE MOST STATE AGENCIES, NEED TO HAVE MORE FLEXIBLE HOURS; WE ALSO NEED TO INCREASE VISIBILITY OF THIS AGENCY AND HAVE MUCH STRONGER OUTREACH, ESPECIALLY REGARDING THE WORKING POOR AND ALL OF THE PROBLEMS THAT GO WITH THEM.

WE ARE A FAMILY-ORIENTATED AGENCY THAT PASSES INFORMATION TO FAMILIES FROM THE STATE OF OKLAHOMA

WE HAVE STARTED A BATTERERS TREATMENT PROGRAM. THOUGH WE'VE ONLY HAD IT 3 MONTHS, WE CAN ALREADY SEE DIFFERENCES IT HAS MADE IN SOME OF OUR BATTERERS. IT'S A COURT-ORDERED PROGRAM THAT HOLDS THEM ACCOUNTABLE, AND THE SPOUSES OF THOSE BATTERERS HAVE TO ATTEND A SUPPORT GROUP TO HELP THEM WORK THROUGH THEIR PROGRAMS AND ISSUES.

EXTENSION SERVICES TRY TO MAKE LIFE BETTER FOR PEOPLE THAT YOU ALL ARE AIMING TO TALK ABOUT. IT'S A PRIORITY FOR US

ANY PRESCHOOL PROGRAM SHOULD HAVE PARENTAL INVOLVEMENT LIKE HEADSTART. THE PUBLIC NEEDS TO REALIZE THAT HEADSTART IS NOT REALLY AN EDUCATIONAL, BUT SOCIAL ADJUSTMENT TYPE OF PROGRAM THAT DEALS WITH ALL THEIR FAMILY PROBLEMS. THE PARENTS SHOULD BE INVOLVED IN DECISION MAKING OF ALL PRESCHOOL PROGRAMS, FROM EDUCATIONAL ATTAINMENT TO DEVELOPING NEW AND INNOVATIVE THINGS.

TRYING TO HELP CHANGE NORMS IN THE COMMUNITY

WE HIRE ALMOST ALL WOMEN. WE HAVE ONE TOKEN MALE AND ONE TOKEN REPUBLICAN.

WE DO A LOT OF PROGRAMS FOR WOMEN AND CHILDREN, BUT THAT'S CERTAINLY NOT ALL WE DO. WE'RE HERE FOR THE CITIZENS.

WE NEED A STATE-WIDE AWARENESS CAMPAIGN TO LET PEOPLE KNOW OF THE SERVICES THAT ARE AVAILABLE--LACK OF AWARENESS HOLDS US BACK MORE THAN ANYTHING ELSE.

CLIENTS GET FIVE YEARS OF ASSISTANCE FROM DHS IN THEIR LIFETIME. MANY DO NOT REALIZE THE CHANGES TAKING PLACE IN THIS FIVE YEARS AND CANNOT SEE INTO THEIR NEAR FUTURE. WE NEED A BETTER UNDERSTANDING WITH CLIENTS AND TO CHANGE THE ATTITUDES OF THE YOUNGER GENERATIONAL CLIENTS

WE MAINLY PROVIDE COUNSELING OPPORTUNITIES AND PREVENTION EDUCATION FOR WOMEN AND CHILDREN, AND EVERYONE ELSE, FOR ADDICTION AND OTHER MENTAL HEALTH DISORDERS

THE COOPERATIVE EXTENSION SERVICE IS VITALLY IMPORTANT TO ALL CITIZENS OF OKLAHOMA. THEY ARE LOCATED IN ALL 77 COUNTIES

WE FOCUS ON TEEN PREGNANCY AND ABSTINENCE

WE SUPPORT THE GOVERNOR'S MARRIAGE INITIATIVE PROGRAM TO REDUCE DIVORCE RATE, ENCOURAGE STRONG FAMILY RESILIANCY

WE DO OUTPATIENT SERVICES AS WELL. IF PATIENTS ARE NOT LONG-TERM, THEY NEED TO BE OUTPATIENT, ESPECIALLY TANF PATIENTS. TRANSPORTATION MUST ALSO BE TIED TO THAT PROCESS

THE NEED FOR TRANSPORTATION AND CHILD CARE MUST BE REINFORCED SO THAT WOMEN WILL BE MORE ABLE TO ENTER THE WORK FORCE AND STAY IN IT.

WE NEED TO BE TOUGHER ON PEOPLE WHO ABUSE WOMEN AND CHILDREN- MAKE DOMESTIC VIOLENCE MORE OF A PRIORITY.

AT OUR DAYCARE CENTER, OUR PRIMARY CONCERN IS CHILDREN, BUT WE ALSO CONSIDER THE FAMILY UNIT; WE HAVE CHILD PSYCHOLOGISTS COME INTO THE CENTER AND I MAKE REFERRALS TO THE DEPARTMENT OF HUMAN SERVICES. OUR DAYCARE IS VERY CONCERNED WITH OUTREACH. WE BRING THE BOOKMOBILE HERE.

PROVIDE BASIC SKILLS TO THOSE WHO HAVE MISSED OUT

WE TRY TO COMBINE ADULT EDUCATION, PAIRING KIDS UP WITH OLDER ADULTS TO NOT DUPLICATE SERVICES. I USE SOME OF MY ADULT DROPOUTS TO KEEP SOME OF MY YOUNGER KIDS IN SCHOOL.

HOW TO REACH PEOPLE

CONCERNED ABOUT FUNDING

AS MORE WOMEN ARE ACHIEVING EXECUTIVE STATUS, THE LIVES OF ALL WOMEN ARE GETTING BETTER; WE ONLY HAVE A HANDFUL OF FEMALE LEGISLATORS; WE NEED TO ENCOURAGE YOUNG WOMEN TO GO INTO PUBLIC SERVICE, AND PROVIDE LEADERSHIP SKILLS FOR YOUNG WOMEN TO BE ABLE TO RUN FOR OFFICE.

THE LEGISLATURE MAKES A LOT OF MANDATES BUT NEVER APPROPRIATELY FUNDS THEM.

OUR AGENCY DOES NOT PROVIDE ANY DIRECT SERVICES. HOWEVER, WE DO WORK WITH COMMUNITITES AND A LARGE PART IS COORDINATING SERVICES AND EDUCATION.

WE PROVIDE EDUCATION ON WHAT'S IDENTIFIED AT THE LOCAL LEVEL IN ALL OF THE COUNTY OFFICES

THE BIGGEST THING IS TRAINING AND EDUCATION. YOU CANNOT LIVE ON MINIMUM WAGE.

INCREASED FUNDING IN THE HEALTHY FAMILIES PROGRAM OR SOMETHING LIKE THAT PROGRAM

WE PROVIDE RESIDENTIAL SERVICES TO YOUNG WOMEN 16-24; WE PROVIDE 12 MONTH POST-GRADUATE FOLLOWUP SERVICES ONCE THEY COOMplete OUR PROGRAM.

OUR AGENCY IS AN INFORMAL EDUCATION PROGRAM; WE STRESS LIFE SKILLS, APPLYING WHAT YOU LEARN IN THE CLASSROOM, TO LEARN BY DOING--IF I TELL YOU HOW TO COOK HEALTHY IT'S NOT THE SAME AS ME SHOWING YOU HOW AND THEN LETTING YOU PREPARE IT YOURSELF-- SAME WITH FINANCIAL MANAGEMENT. WE NEED EDUCATION, MENTORING, HANDS-ON EXPERIENCE TO BE SUCCESSFUL. THAT'S WHAT OUR AGENCY HAS BEEN DOING FOR A HUNDRED YEARS. THAT'S THE WAY WE CONDUCT BUSINESS AND THAT'S WHAT WE REALLY DO, ESPECIALLY IN 4H PROGRAM WITH BOYS AND GIRLS--OUR MOTTO IS LEARN BY DOING. LEARNING SKILLS OF COMMUNICATION, DECSISION MAKING, COOPERATION, LEADERSHIP, FINANCIAL MANAGEMENT, LIFE SKILLS

LOW INCOME

HERE IN RURAL OKLAHOMA IT'S A LITTLE DIFFERENT THAN IN THE CITY, TRANSPORTATION AND ACCESS BUBBLE UP; DISTANCES ARE A REAL ISSUE; PROBABLY NOT AS MANY OPPORTUNITIES FOR EDUCATION AS YOU HAVE IN A BIG CITY

I THINK WE DO A GOOD JOB FOR THE MONEY. WE SERVE A LOT OF PEOPLE WITH A SMALL BUDGET, WE COLLABORATE WITH THE DEPARTMENT OF CORRECTIONS, HOUSING AUTHORITIES, WORKFORCE OKLAHOMA, EVEN WORK WITH PARENTS, PRISONERS, SEMINOLE JR COLLEGE AND COUNTY

EMPHASIS ON PREVENTATIVE TYPE PROGRAMS VERSES CRISIS TYPE PROGRAMS

JUST MORE MONEY FOR TRANSPORTATION AND CHILD CARE

NOT AN AGENCY SPECIFICALLY AIMED TOWARD WOMEN AND GIRLS, THEY DO WORK PRIMARILY WITH WOMEN BECAUSE THEY ARE THE MAIN CARE GIVERS. STILL PROVIDE LOTS OF SUPPORT FOR WOMEN AND THE ROLES THEY HAVE

SINGLE-PARENT FAMILIES NEED MORE HELP AND SUPPORT, NOT JUST FINANCIALLY

WE PROVIDE SUPPORT SERVICES TO FAMILIES WHO ARE IN TROUBLE, MAINLY TO ADOLOSCENTS AND FAMILIES OF ADOLESCENTS

WE SERVE FAMILIES FROM CRADLE TO GRAVE. THE KEY WORD IS FAMILIES. OUR GOAL IS TO GIVE THE WORKING POOR THE SAME ACCESS TO QUALITY SERVICE THAT PEOPLE WITH MEANS HAVE. ALL OF OUR SERVICES ARE FREE OF CHARGE OR AN A SLIDING SCALE. THE MAJORITY OF OUR CLIENTS ARE WOMEN AND CHILDREN.

WE ARE VERY FOCUSED ON JUST THE CHILDCARE PART OF THE SERVICES WE PROVIDE. WE TRY TO GET INFO ON WOMEN BECAUSE THEY ARE PRIMARY CAREGIVERS FOR CHILDREN; WE ARE VERY CONFIDENT ABOUT ANSWERING QUESTIONS ON CHILDCARE.

SUBSTANCE ABUSE IS A BARRIER TO ANYTHING WOMEN OR CHILDREN MIGHT DO AS A MOVEMENT TOWARD SELF-SUFFICIENCY NOT PROBLEM SOLVERS

WE NEED A LOT MORE HERE; NEED MORE PROGRAMS LIKE OURS--WE HAVE A THREE-MONTH WAITING LIST; NOW IT'S STARTING TO EFFECT MORE TEENS THAN ADULT WOMEN

WE NEED MORE MONEY FOR TRANSITIONAL LIVING AND IMPROVING HOUSING SYSTEM FOR VOUCHERS--IT TAKES SIX MONTHS SOMETIMES BEFORE YOU GET A VOUCHER

WORK IN IMPACT AREAS SO SHE MAY NOT SPECIFICALLY COVER SOME OF THE AREAS, BUT REFERS PEOPLE BACK AND FORTH. FIGURE OUT HOW TO COLLECT DATA, SOME PEOPLE MAY NOT WANT TO RESPOND AND DON'T REALIZE WHAT KIND OF IMPACT IT WILL HAVE--IT'S DIFFICULT TO GO BACK AND GET FUNDING. WE TRY TO FIGURE OUT HOW TO FOLLOW UP AND DO THE RESEARCH.

WE HAVE HELPED A TREMENDOUS AMOUNT OF WOMEN WHO HAVE GONE BACK TO SCHOOL TO OBTAIN AN EDUCATION. THIS IS WHY THIS PROGRAM IS SO IMPORTANT.

Question ESW4: What are some of the services you provide that help women in this state become economically self-sufficient?

WE DO TALK WITH LEGISLATORS.

PARTNERSHIP WITH OTHER AGENCIES

HELP JOB PLACEMENT AND TRAINING, SECURING FINANCIAL AID FOR EDUCATION

EDUCATIONAL PROGRAMS CONSTANTLY

PRENATAL CARE, WOMEN'S CLINIC FOR GENERAL HEALTHCARE

THROUGH PROVISION OF MEDICAL SERVICES WE PROVIDE THAT MAKE THEM READY FOR THE WORKPLACE/ PRENATAL SCREENING AND IMMUNIZATIONS WHEN THEY ARE LITTLE

HEALTH FAIRS, OUTREACH, SOCIAL WORK, REFERALLS

EDUCATION AND PUBLICATIONS

WORK WITH AGENCIES

EDUCATIONAL PROGRAMS AND ACTIVITIES, YOUTH PROGRAMS

INDIVIDUAL EDUCATION

WE ASSIST SINGLE MOMS WITH EMERGENCY SERVICES SUCH AS UTILITY PAYMENTS, HOUSING ASSISTENCE, AND TRANSPORTATION

WE WORK VERY CLOSELY WITH UNITED WAY AGENCIES, DEPARTMENT OF HUMAN SERVICES, LEGISLATORS ON OUR BOARD, LEGAL AND LAW ENFORCEMENT. WE WORK VERY CLOSELY WITH THEM

THROUGH THE PROGRAMS THAT WE HAVE FUNDED, WE OPERATE HEADSTART, ALCOHOL AND DRUG TREATMENT, HOUSING PROGRAMS, DAYCARE FEEDING PROGRAMS, TRANSPORTATION-PUBLIC,

WE RUN ADDS AND THAT SORT, RUN CONFERENCES SPECIFICALLY FOR WOMEN

WORK THROUGH THE MEDIA

GIVE MONEY TO ORGANIZATIONS

DELIVER LIVING, SOCIAL, BASIC EDUCATIONAL SKILLS TO WOMEN AND GIRLS

INDIVIDUAL CONTACTS

COMMUNITY DEVELOPMENT

SELF-AWARENESS FOR WOMEN, TO ENCOURAGE THEM TO HELP MAKE POLICY CHANGES

COALITIONS AND EDUCATION

COLABERATION WITH OTHER AGENCIES

TEEN PREGNANCY PREVENTION PROJECT, WORK IN SCHOOLS, PARTNER WITH OTHER COMMUNITY GROUPS TO FUSE THE ASSET BUILDING MODEL THAT IS ASSOCIATED WITH POSITIVE YOUTH DEVELOPMENT

THIS IS DONE BY THE AGENCIES THAT WE FUND

LITIGATION

WORK WITH MANY OF THE OTHER AGENCIES AND ORGANIZATIONS IN TOWN

OUTREACH AND RECRUITMENT, FACILITATE JOB FAIRS

THROUGH EDUCATION AND PUBLIC AWARENESS; THROUGH GRANTS AND FUNDRAISING

EDUCATION AND COUNSELING

WORK WITH DHS AND OTHER STATE AGENCIES THAT ARE ADDRESSING THE UNINSURED ISSUES

ADVOCATE FOR GIRLS

EVALUATIONS OF CURRENT INFORMATION

JOB SEARCH

DEVELOPMENT

WE SUPPORT ORGANIZATIONS THAT LOBBY DIRECTLY, LIKE MADD

GIVE ADVICE TO LEGISLATORS WHO CALL THEM; HEALTH FAIRS, SCHOOLS FAIRS WHERE WOMEN AND CHILDREN ARE THE PRIMARY PEOPLE INVOLVED. THESE TOUCH MILLIONS; WE DID ONE JUST IN THE INNER CITY SCHOOL AREAS--TOOK 4000 KIDS TO WHITEWATER TO DO WATER SAFETY EDUCATION.

EMPOWERMENT OF WOMEN AND GIRLS

COMMUNITY RESOURCES

ADVOCATING; COMMUNITY COALITIONS--WE DO A LOT THROUGH THOSE

NETWORKING WITH OTHER AGENCIES AND ORGANIZATIONS

TRAINING

ANALYZE THE NEEDS AND TRY TO DEVELOP PROGRAMS THAT MEETS THOSE NEEDS

DIRECT SERVICES, EMERGENCY ASSISTANCE SERVICES, DOMESTIC VIOLENCE, HOMELESS PREVENTION

SUBSIDISING

Question LT12: What do you believe are some of the barriers when trying to aid women and girls?

OUR ATTITUDES OF ACCEPTING THOSE WHO DO UNACCEPTABLE THINGS, AND HELPING THEM WHILE LETTING THEM KNOW THAT IT IS AN UNACCEPTABLE ACTION.

PUBLIC POLICIES OR LAWS THAT CREATE THE ECONOMIC PROBLEMS FOR WOMEN

INCREASE EDUCATIONAL OPPORTUNITIES

DOMESTIC VIOLENCE

EMPLOYABILITY

BEING EXPOSED TO OLD ENVIORNMENTS (LIVING WITH RELATIVES)

ILLITERACY

THE LEGISLATURE, THE GOVERNOR, AND THE GENERAL RIGHT- WING,
MALE-DOMINATED POWER STRUCTURE IN THE STATE OF OKLAHOMA

LANGUAGE BARRIERS

AFTER WORKING AT DHS FOR 25 YEARS, I THINK A LOT OF PROGRAMS
HAVE GOOD INTENTIONS, BUT NOT THE NECESSARY FACTORS TO SOLVE
PROBLEMS, THAT GET THE JOB DONE. WHEN CREATING PROGRAMS TO
HELP WOMEN AND GIRLS, THEY NEED TO BRING IN PEOPLE FROM WITHIN
THOSE AREAS, PROFESSIONAL PEOPLE, MEDICAL PEOPLE: A TEAM
WORKING TOGETHER TO COME UP WITH A SOLUTION FOR ALL OF THESE
PEOPLE. THERE'S A PROBLEM WITH NOT HAVING POLICIES YOU CAN
IMPLEMENT.

CULTURAL BARRIERS, RELIGIOUS

YOUNG GIRLS DO NOT HAVE BIG ENOUGH DREAMS FOR THEMSELVES AND
PARENTS SHOULD INTERVENE AND ENCOOURAGE THEM MORE

LACK OF ADEQUATE RESOURCES TO MOVE PEOPLE OUT OF THE POVERTY
LEVEL

LACK OF CONSISTENT ABSTINENCE PROGRAM

DRUG AND ALCOHOL ABUSE

ADEQUATE JOB OPPORTUNITIES

CHILDCARE FOR IRREGULAR SCHEDULES

OVERALL ATTITUDE

IT ALL BOILS DOWN TO SYSTEMS AND POLICIES--WE ARE LOOKING AT
THE WRONG THINGS, WE NEED TO ADDRESS EDUCATION, LEARNING
DISABILITIES, AND PSYCHOLOGICAL PROBLEMS IN A WAY THAT WILL
HELP ECOLOGICAL DEVELOPMENT

BUREAUCRACY