

State of Wisconsin



GARY R. GEORGE
SENATOR

August 16, 1999

The Honorable Robert T. Welch
Wisconsin State Senate
100 N. Hamilton, Room 404
Madison, WI 53707

Dear Senator Welch: *Bob*

Thank you for your letter requesting an audit of the Department of Natural Resources' Campsite Reservation system.

I understand your concerns with the reservation system. Representative Kelso, State Auditor Jan Mueller and I will soon be meeting to review all of the audit requests we have received thus far and determining which requests will be considered by the Committee. I will keep your thoughts in mind.

Again, thank you for your request.

Sincerely,

Gary
GARY R. GEORGE
State Senator
Sixth Senate District

Let's do dinner in Sept!



WISCONSIN STATE SENATE

July 29, 1999

Senator Gary R. George and
Representative Carol Kelso, Co-chairpersons
Joint Legislative Audit Committee
State Capitol
Madison, WI 53702

TR

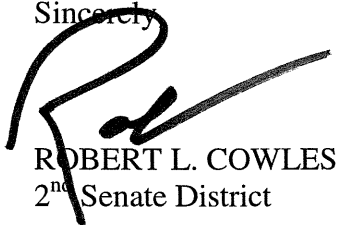
Dear Senator George and Representative Kelso:

We are writing to request a full-scale audit of Wisconsin's administration and funding of railroad crossing safety.

The recent July 28th audit letter and summary provides valuable insight into the lack of state legislative oversight in the use of federal funds for railroad safety. We feel strongly that in order to fully understand the complex federal and state appropriation process in this area a full-scale audit should be conducted. In addition we would hope an audit could review the past 10 years of the Department of Transportation's expenditures and the Federal Highway Administration funding for railroad crossing safety projects in Wisconsin. Finally, we would be interested in how this 10 year data correlates to the federal requirement that 50 percent of federal funds be spent on protective device projects.

Thank you for your consideration of this matter.

Sincerely,


ROBERT L. COWLES
2nd Senate District


BRIAN BURKE
3rd Senate District

State of Wisconsin



GARY R. GEORGE
SENATOR

August 5, 1999

The Honorable Robert Cowles
The Honorable Brian Burke
Wisconsin State Senate
Post Office Box 7882
Madison, WI 53707

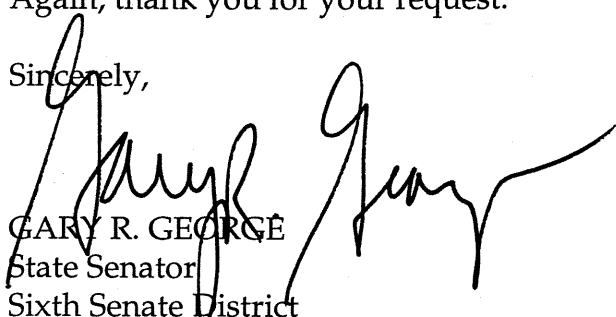
Dear Senator Cowles and Senator Burke:

Thank you for your letter requesting an audit of the Wisconsin Department of Transportation's Railroad Safety program.

Representative Kelso, Jan Mueller and I will soon be meeting to review all of the audit requests we have received thus far and determining which requests will be considered by the Committee. I will keep your thoughts in mind.

Again, thank you for your request.

Sincerely,


GARY R. GEORGE
State Senator
Sixth Senate District

State of Wisconsin



GARY R. GEORGE
SENATOR

August 5, 1999

The Honorable Robert Cowles
The Honorable Brian Burke
Wisconsin State Senate
Post Office Box 7882
Madison, WI 53707

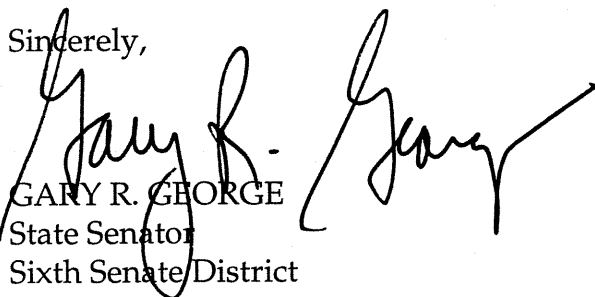
Dear Senator Cowles and Senator Burke:

Thank you for your letter requesting an audit of the Wisconsin Department of Transportation's Railroad Safety program.

Representative Kelso, Jan Mueller and I will soon be meeting to review all of the audit requests we have received thus far and determining which requests will be considered by the Committee. I will keep your thoughts in mind.

Again, thank you for your request.

Sincerely,


GARY R. GEORGE
State Senator
Sixth Senate District



DAVID CULLEN

STATE REPRESENTATIVE

June 8, 1999

Senator Gary George, Co-Chairperson
Senator Judy Robson
Senator Brian Burke
Senator Peggy Rosenzweig
Senator Mary Lazich

Representative Carol Kelso, Co-Chairperson
Representative John Gard
Representative Stephen Nass
Representative Robert Ziegelbauer

Dear Fellow Members of the Joint Committee on Audit,

I was recently contacted requesting an audit of Milwaukee County Child Welfare Services. The individual that contacted me has worked in Milwaukee County Child Welfare Services for over thirty years and has witnessed a severe decline in the system's efficiency since the State of Wisconsin took it over in January of 1998.

His main concerns revolve around the effectiveness of the new system, as well as the recent lack of media coverage regarding undetected child welfare cases. Child Welfare Services lacks functional computer systems. A large amount of money was spent on the ALASKA computer system, but the system was completely dropped a few months later due to unresolvable problems. The proposed new system will be phased in beginning January 2000 and fully implemented in July 2001. The system is reported to be of high quality, but that the transition to the new system will be difficult. The other concern is that even if the system works, the Bureau is still emphasizing data entry by social workers as the cornerstone of the system rather than contact with clients.

Since the state has taken over Milwaukee County Child Welfare services, it has become paperwork intensive, unmanageable and impractical. There have been reports of massive employee resignations. Remaining workers must absorb abandoned cases, creating little time for thorough investigation of child abuse claims, inadequate time for face to face client/collateral contacts and inadequate time to monitor the delivery of purchased services for family preservation and reunification.

In addition, claims have been made that certain individuals are protecting the state run system by preventing media coverage of cases that have "slipped through the cracks". Many believe that the lack of media coverage leads the general public to think that there are no problems since the take-over, when in fact, there has been an increase in problems.

HOME: 2845 N. 68th STREET • MILWAUKEE • WI 53210
OFFICE: P.O. BOX 8952 • MADISON • WI 53708 • (608)267-9836
TOLL-FREE: 1-888-534-0013
EMAIL: Rep.Cullen@legis.state.wi.us

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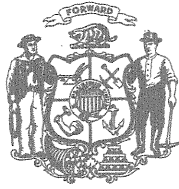
I respectfully request that the Wisconsin Legislative Audit Bureau conduct an audit to determine whether or not having the state run Milwaukee Child Welfare Services is advantageous to Wisconsin's children.

Thank you for your consideration of this request. If you have any questions, comments or concerns regarding this proposal, please do not hesitate to contact me.

Sincerely,



DAVID A. CULLEN
State Representative
13th Assembly District



Judith B. Robson

Wisconsin State Senator

June 10, 1999

Honorable Gary George
Honorable Carol Kelso
Co-Chairs, Joint Audit Committee
INTER-D

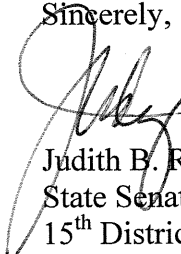
Dear Co-Chairs George and Kelso:

I support Representative Cullen's request to have the Legislative Audit Bureau conduct an audit of the state run Milwaukee County Child Welfare Services. We preempted county control because the county system was failing to provide effective and efficient child welfare services.

Are we meeting the standards we had set for the county when we determined its management was not adequate? Representative Cullen reported serious charges of shortcomings in state management. An evaluation of our performance is certainly warranted.

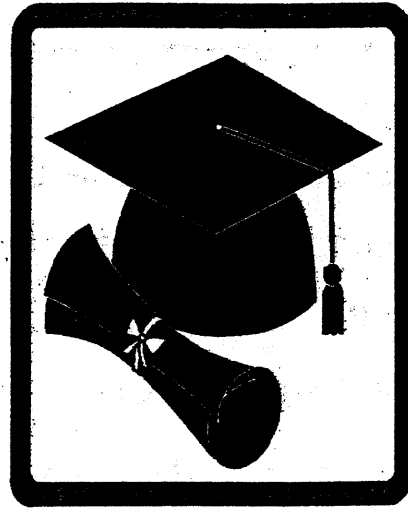
Thank you for your consideration of Representative Cullen's request.

Sincerely,


Judith B. Robson
State Senator
15th District

JBR:kas

**The Big Con
in Education
in the U.S.
and Wisconsin**



Report 6 1999

What is The Big Con?

(See back page)

**Center for the Study of Jobs &
Education in Wisconsin
June 1999**

Center for the Study of Jobs & Education in Wisconsin
6438 Sycamore St. Greendale WI 53129 414-421-1120 Fax 414-421-2332

Center Director, Dennis W. Redovich Ed.D.

About the Center

The Center for the Study of Jobs & Education in Wisconsin is an independent private and non-profit educational research center.

Founded in July 1995 under the leadership of the late John Shaffer a community activist who died at the age of 93 in February 1996.

The priority of the Center is to provide the political and educational leaders of the State of Wisconsin credible statistical evidence and knowledgeable information so that they can make policy decisions for the benefit of all of the citizens of the state. Public policy should reflect the needs and concerns of all and not just specific special interests.

Advisory Board

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The Big Con in Education in the U.S. and Wisconsin and The Jobs of the Future

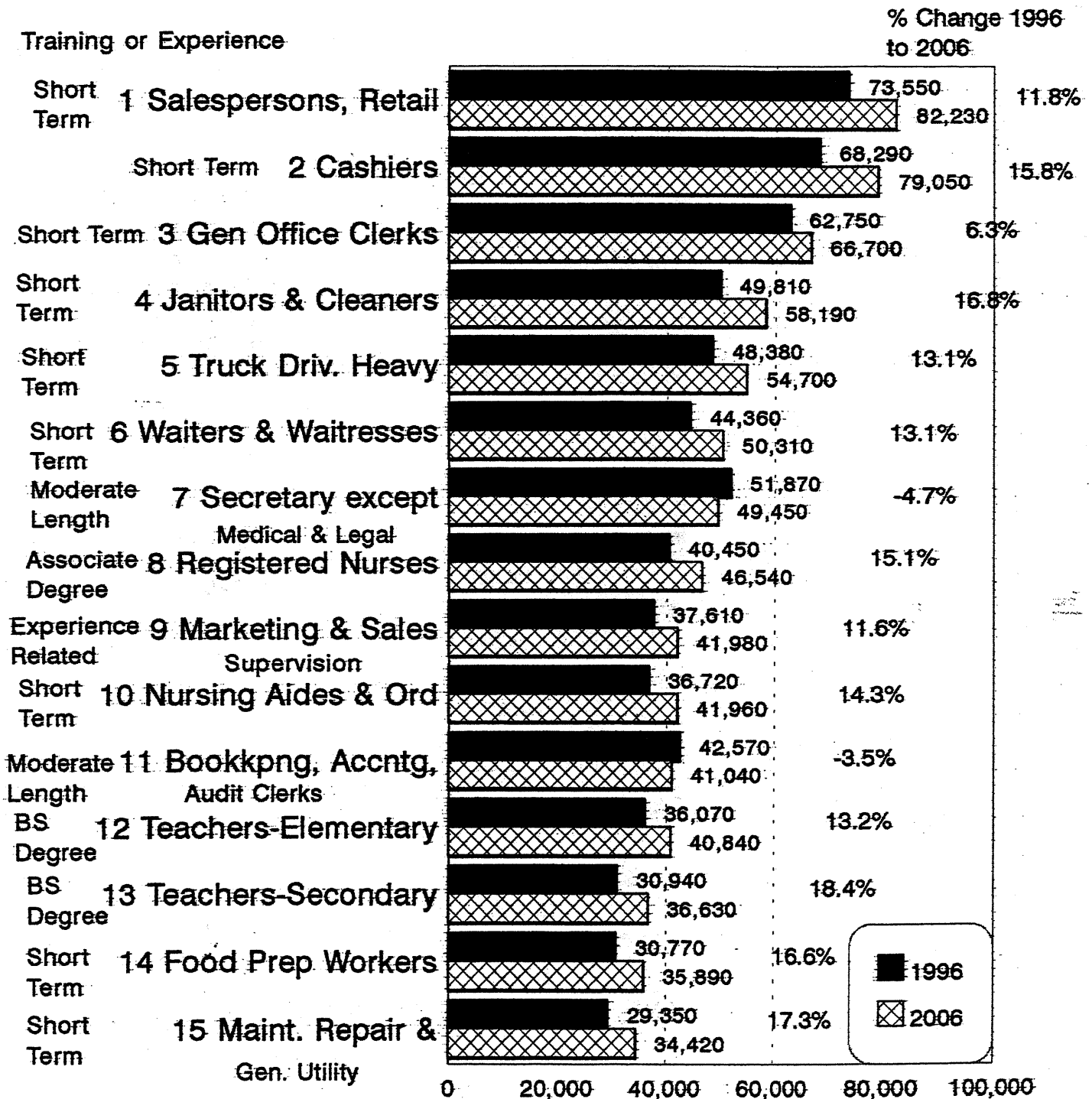
- **United States and Wisconsin schools and workers are being used as scapegoats for the nations and the states social and economic problems. It is a big con.**
- **The big con is based on a number of hoaxes including:**
 - (1) United States students are not globally competitive and are not keeping up with their international peers.**
 - (2) Schools in the U.S. are sometimes described by school bashers led by the business interests and the university elite as "complete failures". They say, schools are not preparing students for the high tech, high skill, "jobs of the future" and radical reform of education is critically needed.**
 - (3) Undefined new and emerging high tech, high skill, high pay jobs of the future are dramatically increasing in numbers. These jobs require that "all" students achieve higher cognitive skills including critical thinking. All students "must" take advanced math and science courses.**
- **These hoaxes are perpetuating a disaster for failing poor students for no good reason. Public education is the foundation of our nations democracy and every student should have the opportunity and be encouraged to achieve at the highest level possible. Education for educations sake is good. However, the majority of jobs do not require higher level education or math and science skills. Technology and computers make jobs simpler not more difficult and makes workers more productive so that fewer workers are needed.**
- **The inspiration for this big con piece is an annual review of U.S. Dept. of Labor job projections and Wisconsin Department of Workforce Development employment projections to 2006. The Bureau of Workforce Information in Wisconsin does an excellent job of tabulating and analyzing workforce data. Unfortunately and obviously, very few people use the objective Wisconsin Projections 1996-2006. The public is fed, by the media, research and analysis of employment data that is too often nonsense and hype. The hype comes from Government agencies like the U.S. Dept. of Education, national research centers, universities and the business interests and their brethren feeding at the public and private trough.**
- **Another inspiration for this report is the outrageously simplistic and stupid statements by the U.S. Department of Education, U.S. university elite and top U.S. government administration about international comparisons of U.S. schools with other nations.**

Analysis of Wisconsin Occupational Projections to 2006

- During the 1996 to 2006 period, Wisconsin is expected to have approximately 1,032,650 job openings (103,265/yr). About 388,300 (38,830/yr) will be newly created jobs and 644,350 (64,435/yr) will be replacements of workers leaving the workforce. The Labor Force in Wisconsin is projected to increase from about 2.9 million in 1996 to 3.02 million in 2006. Of about 720 occupations projected, the 30 with the greatest employment are projected to have 1.2 million workers or 40% of all workers in 2006. (See Graphs 1 and 2).
- A majority of the 30 occupations with the largest job growth (18) 60% are Short Term training jobs with the lowest earning ranks, 5 require moderate-length training or experience, 4 require BS degrees, 2 require work experience in a related occupation, and one General Managers and Top Executives "may" require a BS or more and experience. (See Graph 1 & 2) The latter category is so broad that 33% of all managers or administrators in Wisconsin are listed as Managers and Top Executives. This category should not be considered as an individual occupation.
- The top 30 occupations (4% of 720 occupations) total 1.1 million workers, 38% of all workers, in 1996 and are projected to total 1.2 million, 40% of all workers in 2006. (See Graph 1 & 2)
- It is projected that there will be a total of 103,265 job openings in Wisconsin each year to 2006. It is estimated that about 38% of annual job openings will be growth in new jobs and 62% job replacements. The Center estimates from the DWD projections that more than 50% of job openings will be in Short Term training or experience occupations. As shown on Graph 3, 6 Short Term training Occupational Areas are projected to have 1.05 million (62%) of 1.6 million workers in 2006 represented by the 12 selected Occupational Areas on the graph. These 1.6 million workers represent 53% of all workers in 2006. The selected Occupational Areas may be over represented in occupations requiring a bachelor's degree. (See Graph 3)
- The 54 job titles for all Engineers, Engineering Technicians, Natural Scientists & Related Occupations, Physical & Life Science Technicians, Computer & Math Occupations, Computer & Math Scientists and Research Analysts are projected to total 104,780 workers or 3.5% of the workforce in 2006. Compare this to the 15 job titles in Food & Beverage Service (225,900, 7.5%) or 3 job titles Retail Clerk Stock Clerk and Cashiers, (190,020 6.3%) or 7 job titles for Motor Vehicle Operators (trucks, vans, taxi etc.) (109,140 3.6%) of the 2006 workforce.

Graph I Wisconsin Occupations with the Greatest Expected Employment in 2006

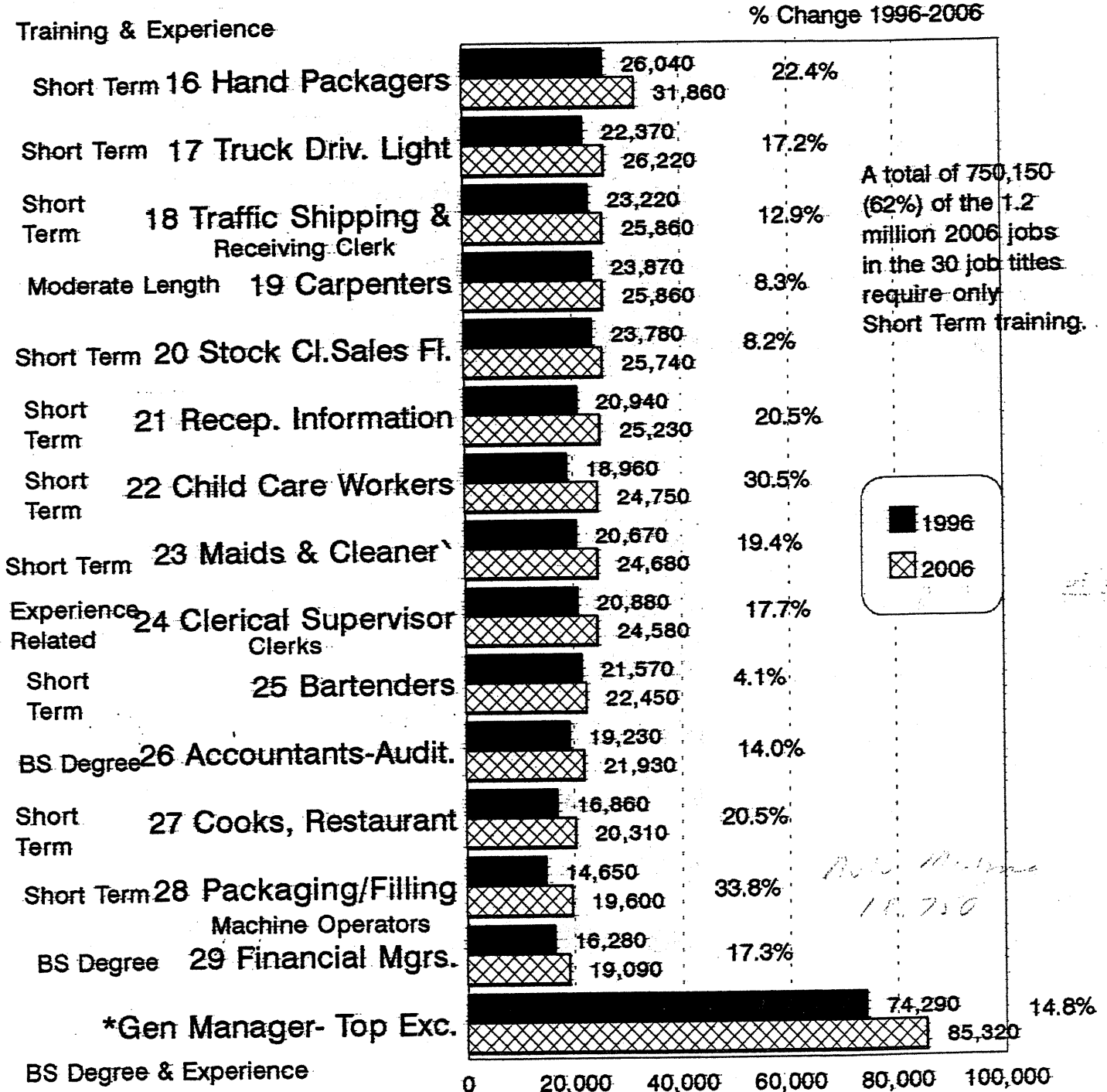
Total Wisconsin workforce 1996 2.9 million, projected to be 3.02 million 2006



Source: Wisconsin Dept. of Workforce Development, Wisconsin Projections 1996-2006, July 1998
Center for the Study of Jobs & Education in Wisconsin June 1999

Graph 2 Wisconsin Occupations with the Greatest Expected Employment in 2006 16 to 30

The 30 occupational titles listed represent about 4% of job titles and 1.2 million workers, 40% of all workers in 2006.

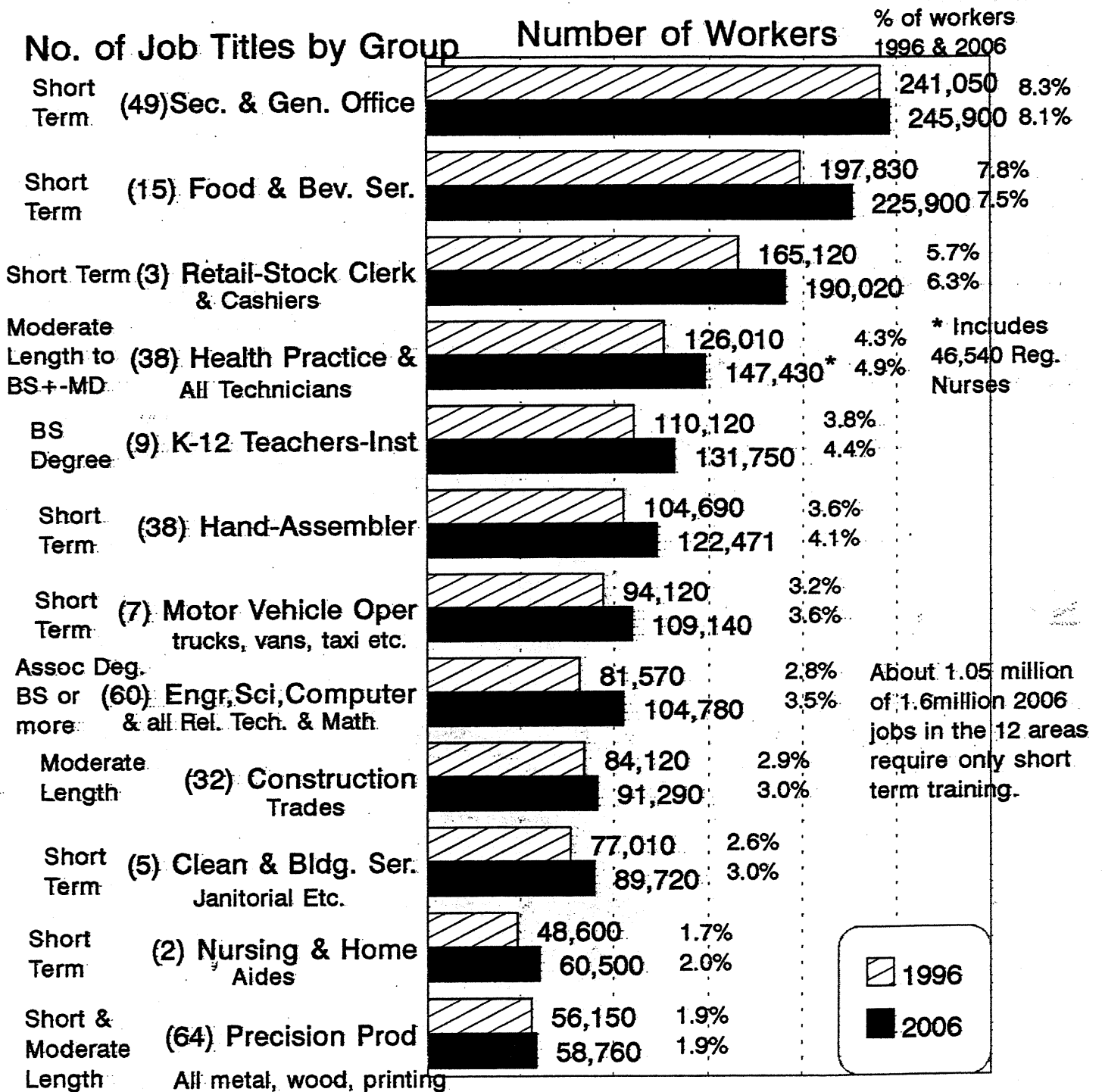


* A category not a specific occupation Degree is not always a requirement

Source: Wisconsin Dept. of Workforce Development, Wisconsin Projections 1996-2006, July 1998
Center for the Study of Jobs & Education in Wisconsin June 1999

Graph 3 Employment in the State of Wisconsin 1996 & 2006 in Selected Occupational Areas

The 12 Occupational Areas total 1.6 million workers in 2006, 53% of all workers. The 316 job titles is about 43% of all job titles. Employment 1996 2.9 million, 2006 3.02 million



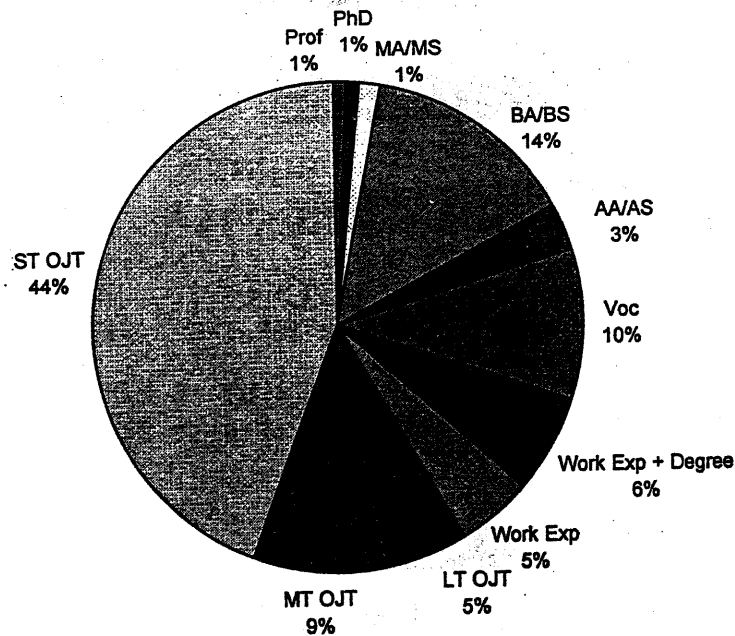
Number in parentheses indicates the number of job titles included in the group
Sources: Graph Center for the Study of Jobs & Education in Wisconsin June 1999
Data from Wisconsin DWD Projections 1996-2006, July 1998 Pages 53-72

Table 5.2 Education and Training Typically Required, By Number of Annual Job Openings - Wisconsin 1996 to 2006

Education and Training Typically Required ⁽¹⁾	Number of Annual Openings	Percent of Openings
Short-Term On-The-Job Training (ST OJT)	45,570	44%
Moderate-Term On-The-Job Training (MT OJT)	9,338	9%
Long-Term On-The-Job Training (LT OJT)	5,213	5%
Work Experience (Work Exp)	5,377	5%
Post-Secondary Vocational Training (Voc)	10,283	10%
Associate Degree (AA/AS)	3,050	3%
Bachelor's Degree (BA/BS)	14,706	14%
Master's Degree (MA/MS)	1,419	1%
Doctoral Degree (PhD)	871	1%
1st Professional Degree (Prof)	908	1%
Work Experience Plus a Bachelor's Degree or Higher (Work Exp + Degree)	6,530	6%
Total	103,265	

⁽¹⁾Typically required means this is the most common way people are expected to enter the occupation during 1996 to 2006.
 Source: DWD, Bureau of Workforce Information

Graph 5.2 Education and Training Typically Required, By Percent of Annual Job Openings - Wisconsin 1996 to 2006



Source: DWD, Bureau of Workforce Information

Table 5.4 Wisconsin's Top 30 Occupations with the Most Annual Job Openings, and Education and Training Typically Required - 1996 to 2006

OES Code	Occupational Title	Total Annual Openings	Education and Training Typically Required ^{(1), (2), (3)}
49023	Cashiers	4,053	Short-Term On-The-Job Training
49011	Salespersons, Retail	3,200	Short-Term On-The-Job Training
65008	Waiters & Waitresses	2,858	Short-Term On-The-Job Training
65038	Food Preparation Workers	2,081	Short-Term On-The-Job Training
67005	Janitors & Cleaners	1,849	Short-Term On-The-Job Training
55347	General Office Clerks	1,827	Short-Term On-The-Job Training
98902	Hand Packers & Packagers	1,278	Short-Term On-The-Job Training
85132	Maintenance Repairers, Gen Utility	1,103	Short-Term On-The-Job Training ⁽³⁾
66008	Nursing Aides & Orderlies	1,020	Short-Term On-The-Job Training ⁽²⁾
65017	Counter Attendants, Lunchroom	962	Short-Term On-The-Job Training
65005	Bartenders	921	Short-Term On-The-Job Training
65041	Combination Food Prep/Serv Workers	897	Short-Term On-The-Job Training
66011	Home Health Aides	826	Short-Term On-The-Job Training
55305	Reception/Information Clerks	816	Short-Term On-The-Job Training
68038	Child Care Workers	790	Short-Term On-The-Job Training
67002	Maids & Housekeeping Cleaners	773	Short-Term On-The-Job Training
97105	Truck Drivers, Light	698	Short-Term On-The-Job Training
53102	Bank Tellers	689	Short-Term On-The-Job Training ⁽²⁾
65032	Cooks, Fast Food	687	Short-Term On-The-Job Training
92974	Packaging/Filling Machine Operators	765	Moderate-Term On-The-Job Training
41002	Marketing/Sales Supervisors	1,039	Work Experience
51002	Clerical Supervisors	854	Work Experience
97102	Truck Drivers, Heavy	1,309	Post-Secondary Vocational Training ⁽³⁾
65026	Cooks, Restaurant	747	Post-Secondary Vocational Training ⁽³⁾
85302	Automotive Mechanics	676	Post-Secondary Vocational Training ⁽²⁾
32502	Registered Nurses	1,167	Associate Degree
31308	Teachers, Secondary School	1,491	Bachelor's Degree
31305	Teachers, Elementary	1,166	Bachelor's Degree
25102	Systems Analysts	796	Bachelor's Degree
19005	General Managers & Top Executives	2,686	Work Experience, Plus a Bachelor's or Higher Degree

⁽¹⁾Typically required means this is the most common way people are expected to enter the occupation during 1996 to 2006.

⁽²⁾A Wisconsin youth apprenticeship program provides exposure to this occupation. Refer to the youth apprenticeship section in Chapter 5 for more information.

⁽³⁾A Wisconsin adult apprenticeship program provides training in this occupation. Refer to the adult apprenticeship section in Chapter 5 for more information.

Source: DWD, Bureau of Workforce Information

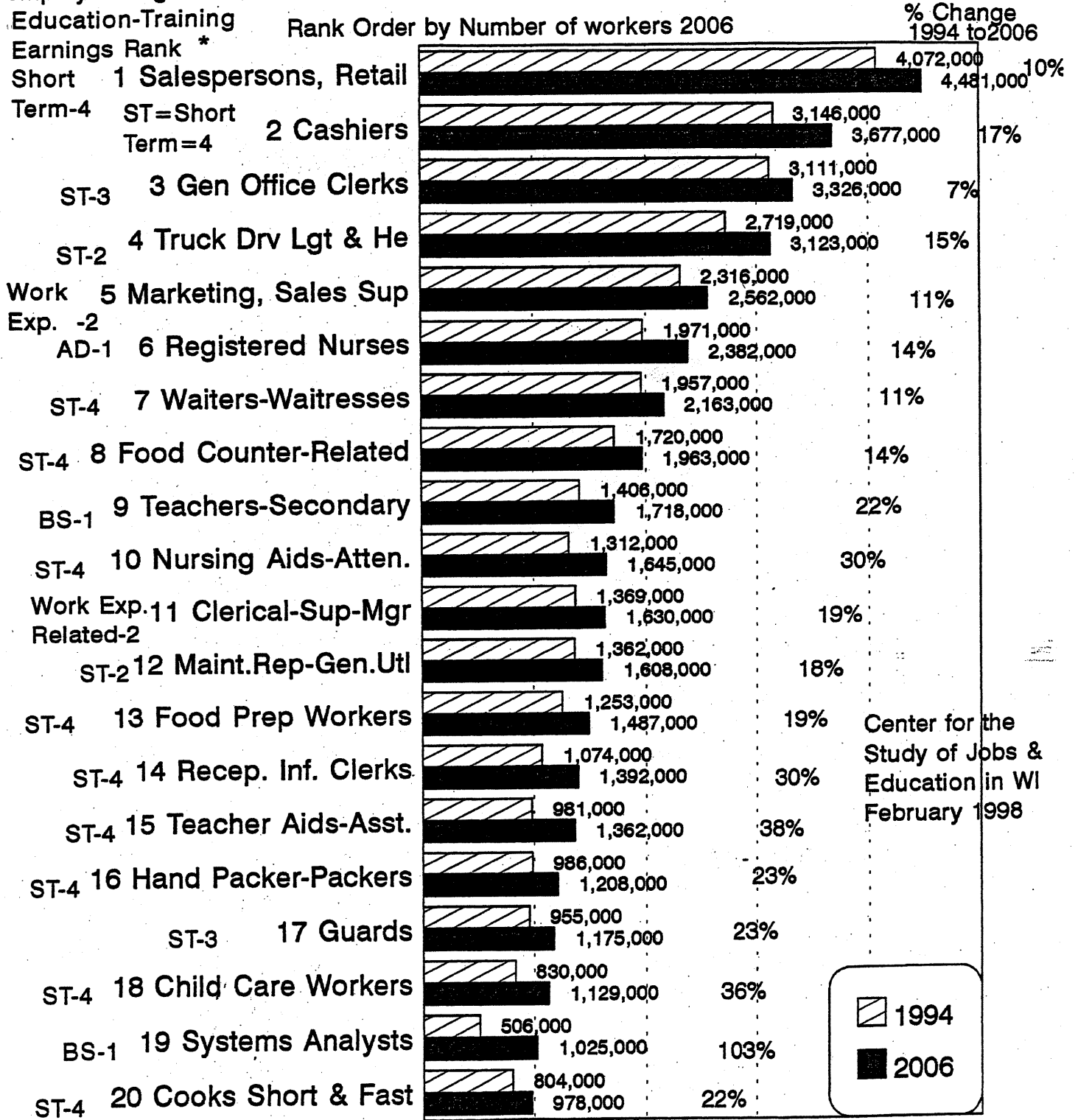
Analysis of U.S. Occupational Projections to 2006

- "Total employment is projected to increase by 18.6 million jobs over the 1996-2006 period, rising from 132.4 million to 150.9 million, according to the latest projection of the Bureau of Labor Statistics (BLU)." Among the 500 occupations projected, 30 occupations account for 8.7 million (47%) of the projected job growth. (see Graph I & II)
- A majority of the top 30 occupations with the largest numerical job growth, 18 (60%) are Short Term Training jobs with the lowest earning ranks for full-time workers, one occupation requires a moderate-length training, 5 require a Bachelor's degree, one requires an Associate degree, 3 require Work experience in a related occupation, and one, General Managers & Top Executives, "may" require BS or more and work experience. (see Graph I & II) The latter category is so broad that 33% of all managers or administrators in the U.S. or Wisconsin are listed as General Managers & Top Executives. It should not be considered as an individual occupation.
- The top 30 occupations (6% of 500 occupations) total 40.3 million workers, 30.5% of all workers, in 1994 and are projected to total 49 million, 32.5% of all workers in 2006.
- It is projected that there will be a total of 50.6 million job openings 1994 to 2006. A total of 32 million will be replacement workers and 18.6 million is projected growth in new jobs. A majority of job openings (54.5%) will be in Short Term training on the job openings 21.9 million (43.4%) or Moderate-length training or experience job openings 5.6 million or 11.1%, (See Graph III)
- The 18 Short Term training occupations in the top 30 occupations are projected to employ 32.4 million workers which is 66% of the 49 million workers projected in these 30 in 2006. Employment in these 18 occupations of 32.4 million represents 21.5% of "all" projected jobs in 2006. The 3 high tech occupations in the top 30, Systems Analysts, Computer Engineers and (Database administrators, computer support specialists and "all" other computer scientists) are projected to employ 1.9 million, 4% of the top 30 and 1.3% of "all" workers in 2006. Compare this to the 4.5 million projected retail clerks, 3% of all workers in 2006. (see Graph I & II)
- Almost half of the 30 fastest growing occupations have significant employment in the health services sector. A majority of these jobs require only short term training.

Source: Occupational Employment Projections to 2006, Bureau of Labor Statistics
Monthly Labor Review, November 1997

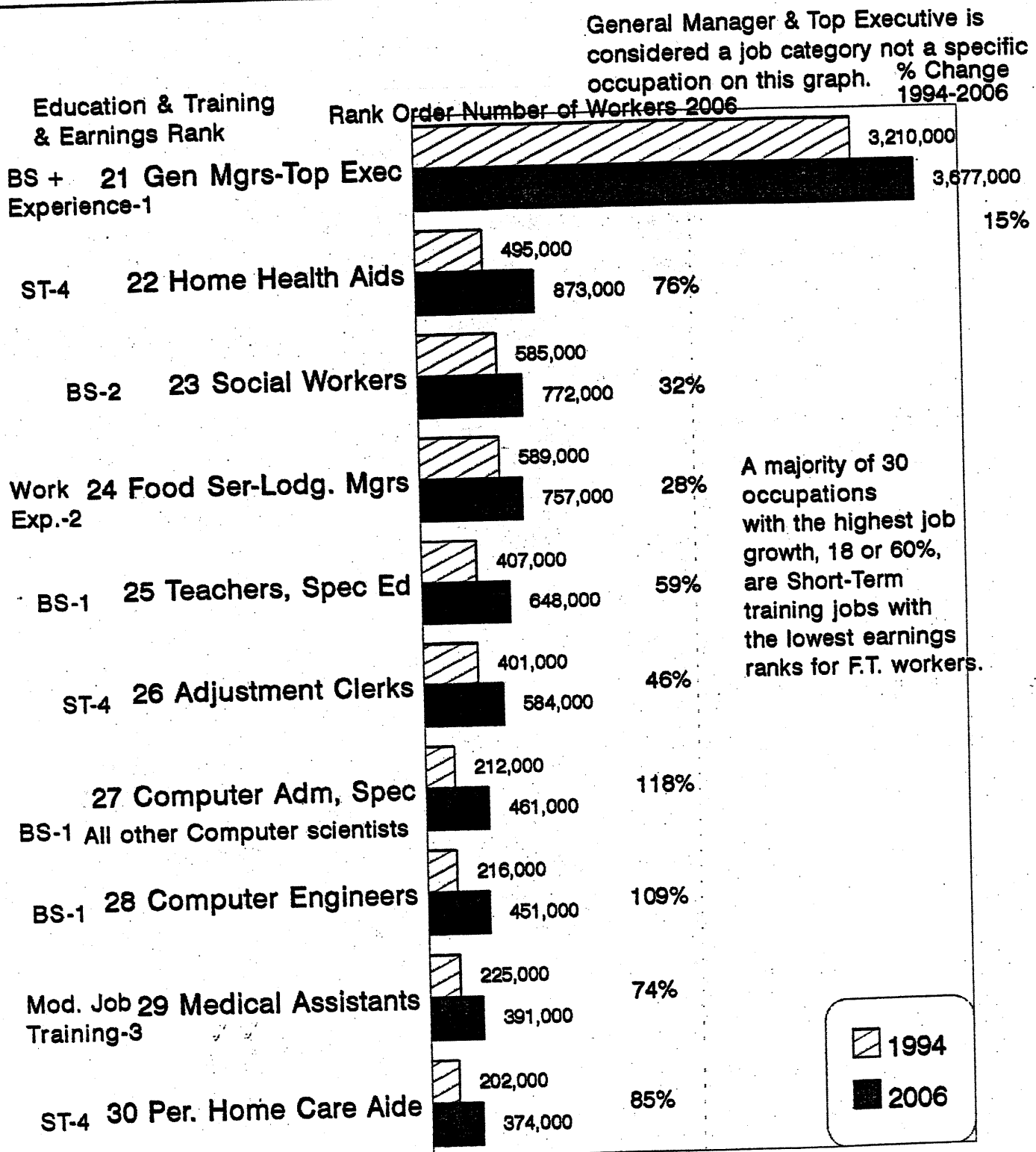
Graph I-U.S. Occupations with Largest Numerical Job Growth 1994-2006

Among the 500 occupations projected, 30 account for 8.7 million (47%) of total employment growth of 18.6 million from 132.4 million to 150.9 million projected in 2006.



*Education & Training Category ST = Short Term job training; AD = Associate Degree
 BS = Bachelor's Degree, Salary quartile rank, median weekly earnings of F.T. Workers
 1 = highest median earnings 4 = lowest, Source: U.S. Dept. of Labor Statistics 11/97

Graph II U.S. Occupations with Largest Numerical Job Growth 1994-2006 Remaining 10 of top 30

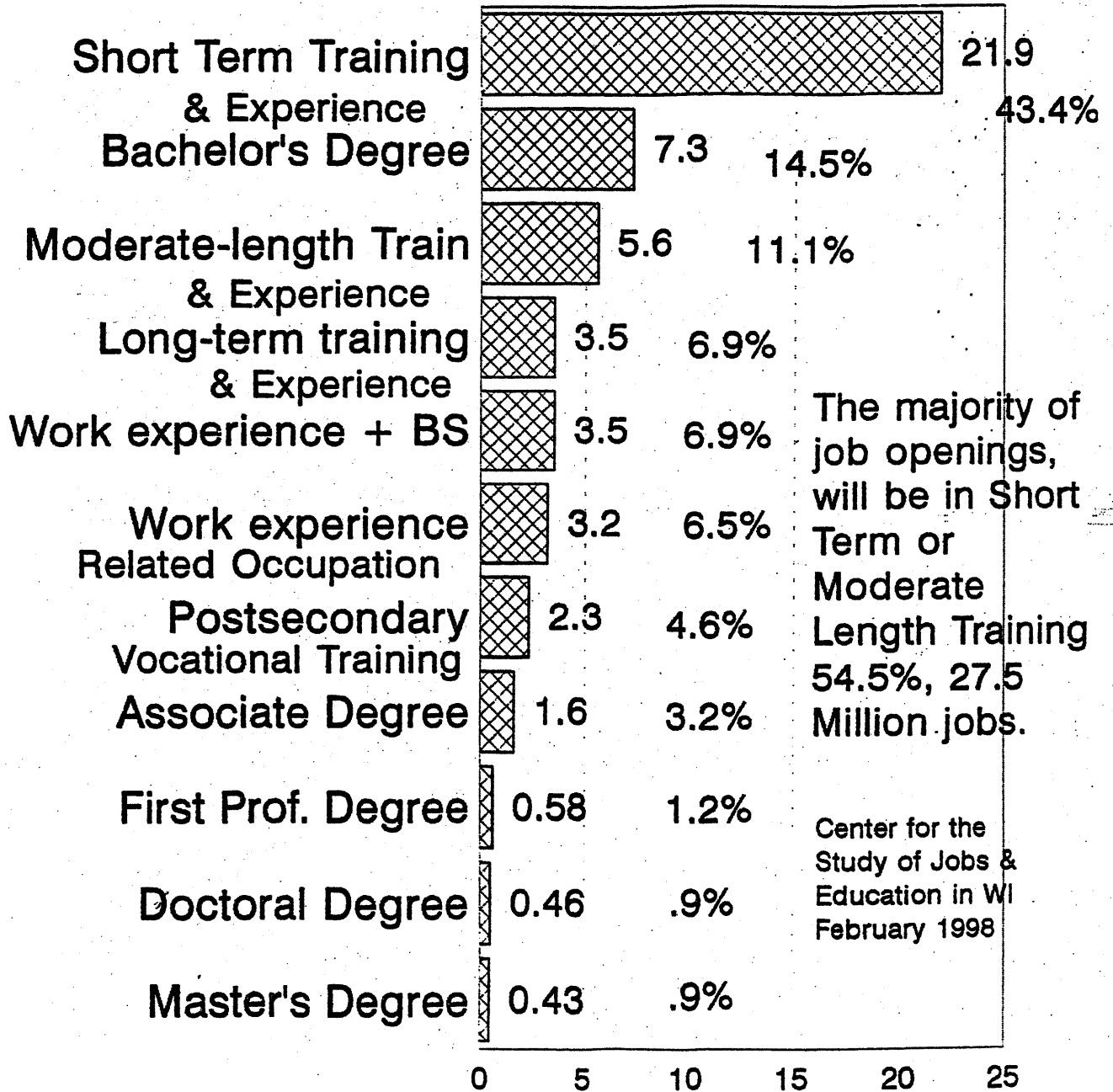


Source: U.S. Dept. of Labor Statistics, November 1997
Graph by Center for the Study of Jobs & Education in Wisconsin 2/98

Graph III Projected Total Job Openings by Level of Education and Training in the United States 1994-2006

Millions of Workers

Rank Order by Millions of Job Openings 1994-2006
 Job openings projected 1994-2006, Replacement 32 million,
 Growth 18.6 million, Total 50.6 million



The Big Con

The term con may be defined as "To defraud; dupe; swindle". Utilizing the super hoax, the high tech, high skill and high pay jobs of the future, a big con has been successfully pulled off by the business interests using politicians and educators feeding at the trough. The media gleefully thrives on the super hoax and the bashing of schools to make the big con possible. Some in the media like Hendrick Smith are getting rich telling fairy tales.

The tales of woe about the U.S. public education systems and the lack of "skilled" workers has been told forever by the business interests and their brethren in the 20th Century. The bashing of schools in the 1990's has intensified with the evolving global economy and the claimed inability of our schools to produce a competitive workforce. When the U.S. economy flounders workers and schools are blamed and the educational systems of Japan and Germany etc. are extolled. When the U.S. economy flourishes and Japan and Germany etc. decline "no" credit is given to U.S. schools or workers who are today the most highly educated and productive workers in the world. The use of schools and workers as scapegoats for the social and economic problems of the United States and Wisconsin is a big con.

The inspiration for my writing this big con piece is my annual review of U.S. Dept. of Labor statistics and the September 1997 Wisconsin DWD "Wisconsin Projections 1994 - 2005. This is the third analysis of U.S. and Wisconsin occupational projections done by the writer in the last five years. While there have been changes and shifts in some individual occupational areas, the overall employment outlook for U.S. workers in regard to categories of jobs available and earnings has not changed appreciably. The numbers of jobs being created currently is above average but the categories of jobs being created are not changing appreciably in total and the earnings of most workers are not increasing significantly.

Supposedly, in times of low unemployment, as has been the case in Wisconsin for most of the 1990's and more recently in the nation as a whole, wages should be rising significantly. Wisconsin continued to be a below average income state in the 1990's with an unemployment rate well below national averages. The raising of the minimum wage by the federal government appears to be the primary stimulus for worker earnings increasing and not supply and demand forces. However, there has been some increases in earnings recently in high demand job categories in Wisconsin and the U.S.

The majority of the "jobs of the future" are not in high tech and so called technical occupations or "high skill" manufacturing jobs. Manufacturing jobs can now be done by illiterate children in third world countries. Computers and high tech devices are made by workers without any advanced math education anywhere in the world.

My elementary school grandchildren can operate computer software and use the Internet with better techniques than I can because I never had any formal education of any kind in the use of computers. (However since retirement I have become an expert on computers.) My pre-school grandchildren can use interactive television CD's by themselves after a few minutes of instruction. What is the big deal about computer education and the need to waste millions of dollars wiring up to the Internet and using high priced university people to

train teachers to do what many elementary school kids can already do. Technology and computer related equipment make jobs easier not more difficult. Should we require retail clerks to take physics because they operate high tech cash registers. Should we require foundry workers to take trigonometry because they have to push a button on a machine that makes complex mathematical adjustments in the manufacturing of a casting.

The "jobs of the future" are mostly located in places like nursing homes and other health related facilities, restaurants, tourist attractions and facilities and shopping malls. Temporary workers and service occupations in lower paying job titles are numerically the fastest growing job sectors if not by percentage. The U.S. has a glut of highly educated workers in most fields including mathematics and science. Shortages are temporary as demand changes.

As indicated by Bureau of Labor statistics the "jobs of the future" require mostly short term training and/or experience not long term training or experience. This training is done in most cases "on the job" not in schools.

How can the big con in education and the hoaxes upon which the big con is based continue year after year? It is a world-wide con perpetuated by the media and financed by the business interests and government agencies. Schools are bad, obsolete, failures, non-competitive, etc. etc. is the story line that never changes from year to year, no matter what the evidence may show. Constant repetition of the education hoaxes and the big con by so called experts in education matters and government agencies feeding at the public or private trough have made the hoaxes givens. Hard evidence is no longer necessary to prove a hoax to be fact.

The U.S. Department of Education very existence may depend on perpetuating the hoaxes. For example, the startling discovery by the U.S. Dept. of Education headlined in the October 20, 1997 USA Today, "Math cited as key to achievement". Unbelievably they have discovered, "High school students who take algebra and geometry and other rigorous math courses are much more likely to be successful in college or the workforce, says a U.S. Department of Education report out today." It is an awful joke that I have used in my presentations. They don't even say "pass" these courses. Evidently just enrolling in these courses will create miracles of success for "all" students. Requiring all 9th graders in the Milwaukee Public Schools to take algebra has been a disaster. Three thousand (somewhat less than 50%) and more poor MPS 9th graders have been failing algebra each year for the last four years.

There are at least five national centers like the National Center for Research in Vocational Education competing for money from government agencies and private sources to perpetuate the hoaxes and the big con. The business interests and foundations like the Milwaukee Bradley Foundation pour millions into bogus research designed to destroy public education. The academically disadvantaged media gleefully reports school bashing from any source. Others like Hedrick Smith make big money bashing U.S. K-12 education. It is outrageous.

Dennis W. Redovich
Center for the Study of Jobs & Education in Wisconsin
February 1998

What is the big con in education?

- A majority of new and replacement jobs projected to the year 2005-6 in the U.S. and Wisconsin require only short term or moderate length training or experience. In Wisconsin perhaps 60% of these jobs.
- Perhaps 3% to 4% of all jobs in the U.S. or Wisconsin "might" require higher math or science skills. This includes 60 job titles of engineers, scientists, technicians, related math and computer related occupations.
- The high-tech, high skill and high pay jobs of the future are a hoax.
- The United States has the most highly educated and productive workers in the world.
- The use of schools and workers as scapegoats for our nations social and economic problems is the big con. Schools have been bashed by politicians, "the business interests" and the learned elite forever. Bashing schools is a world wide phenomena in the 20th Century. But not new, Aristotle was bashing schools more than 2,000 years ago.
- The con has been conceived by too many people, including educators and public officials feeding at the trough and is gleefully perpetuated without question by an academically disadvantaged media.
- All data, definitions and classifications of jobs as requiring short term training or experience are from official U.S. and State of Wisconsin government sources.

Center for the Study of Jobs & Education in Wisconsin
6438 Sycamore St. Greendale WI 53129 414-421-1120

**Center for the Study
of Jobs & Education
in Wisconsin**



Report 3 1999

**Youth Apprenticeship
is a Deception 1999**

February 1999

Center for the Study of Jobs & Education in Wisconsin
6438 Sycamore St. Greendale WI 53129 414-421-1120 Fax 414-421-2332

Center Director, Dennis W. Redovich Ed.D.

About the Center

The Center for the Study of Jobs & Education in Wisconsin is an independent private and non-profit educational research center.

Founded in July 1995 under the leadership of the late John Shaffer a community activist who died at the age of 93 in February 1996.

The priority of the Center is to provide the political and educational leaders of the State of Wisconsin credible statistical evidence and knowledgeable information so that they can make policy decisions for the benefit of all of the citizens of the state. Public policy should reflect the needs and concerns of all and not just specific special interests.

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Youth Apprenticeship is a Deception 1999

The November 1997 Follow-up Survey of 1996 Youth Apprenticeship Graduates prepared by the UW-Madison Center on Education and Work for the Division of Connecting Education and Work of the Wisconsin Department of Workforce Development states that, "In 1992, the need for a highly skilled workforce for Wisconsin's rapidly changing workplaces served as the major impetus for creating the Wisconsin Youth Apprenticeship Program." This like most of the narrative in this report is nonsense hype and rhetoric. The Governor's Commissions on Skills for the 21st Century since 1991 have initiated the hype and nonsense rhetoric about Youth Apprenticeships for others to duplicate. Once the hoaxes have been established in the media and the political arena there is no need to have hard evidence.

The Autumn 1998 report, "Building Tomorrow's Workforce", contains Governor Thompson's initiatives developed by his Task Force on the Future of Technical Education in High School and Post-Secondary Institutions. The reports initiatives on jobs are largely useless rhetoric and hype. (See Appendix A) The only hard numbers included in the initiatives are increasing the number of youth apprenticeships to 5,000 by the year 2000. Five thousand has been the target since 1992. The reality of Youth Apprenticeships is shown in the following quote from the January 1999 research report, "School to Work in Wisconsin" published by the Wisconsin Policy Research Institute.

"But between 1992 and 1996-97, only 1,150 students have participated in apprenticeship programs: and, of these, only 347 have completed their programs. These graduates represent about .001 of Wisconsin's 1994-95 high school population and about .0001 of Wisconsin's 1996 workforce". (Page 1)

What does School-to-Work mean? What programs has the State of Wisconsin funded for \$195.4 million from 1991-1998? (Ninety six percent of the funding came from federal sources) From all the hype coming from the Governor's initiatives it might be assumed that Youth Apprenticeship was the most important program. As shown in a DPI enrollment table (See Appendix B) Youth Apprenticeship is an insignificant program statewide. For example in 1997-98 there were 5,886 students enrolled in CO-OP work based programs (Exemplary programs that Wisconsin high schools have enrolled students in forever) and only 802 11th or 12th graders enrolled in Youth Apprenticeships. There

are over 100,000 11th and 12th graders attending Wisconsin schools. (There are about 52,000 Wisconsin high school graduates annually in recent years)

There is "no" valid evaluation procedure for what is called STW? The only measures utilized are head count numbers and useless percentages without hard numbers. (For example see Appendix C from DPI 1998 Wisconsin Secondary Annual Performance Report) There is no tabulation as to how many millions were spent on Youth Apprenticeships or any of the numerous activities included in STW. Since 1992 \$8000,000 to \$1 million was granted to UW-Green Bay for Youth Apprenticeship projects. (My reviews of so-called standards developed at UW-Green Bay indicate they are useless.) The WPRI School to Work in Wisconsin study says the following.

"While many Wisconsin School children did participate in classroom-based and career awareness programs, there is little evidence that School-to-Work has had any impact at all on Wisconsin's future work force." (Report from the President) The report concludes: "Judged by reference to the two problems that prompted its devising, STW in Wisconsin has produced meager results It has no identifiable impact on the academic learning on the academic learning of K-12 students in Wisconsin, and it has involved too few students in its core, work based learning activities to register a significant aggregate impact on Wisconsin's workforce." (Page 28)

I would agree with the above assessment of Youth Apprenticeship and Tech-Prep programs but I would strongly disagree about excellent programs such as CO-OP and other activities operated under Carl Perkins Act funding. The problem is that the Governor's Task Forces are only touting the Governor's ineffective programs like Youth Apprenticeships. The reason of course is that many are feeding well at the trough of millions of dollars. Why should School Districts, Technical colleges, Universities and the business interests complain. They are spending millions and there is "no" accountability. An academically disadvantaged media perpetuates the political hype.

Please do not take my comments as a criticism of the quality of curriculum or instruction in vocational/technical programs in Wisconsin. My experience is that Wisconsin has exemplary vocational programs and teachers. Many of these programs have been in existence for years and updated by competent high school staff and instructors. They continue to do an excellent job while being bashed for not keeping up to date, while those in favor get the best places at the trough. It is outrageous!

Youth Apprenticeship Output 1993 to 1998

The first class of Youth Apprentices were 17 printing graduates in 1994, two years after the program was initiated in 1992. The number of graduates has increased since 1993 as follows. 1994-95 71, 1995-96 133, 1996-97 317, 1997-98 417 (See graph of 1996 to 1998 graduates) There are about 52,000 high school graduates in Wisconsin annually. Youth Apprenticeship graduates are mostly college bound students.

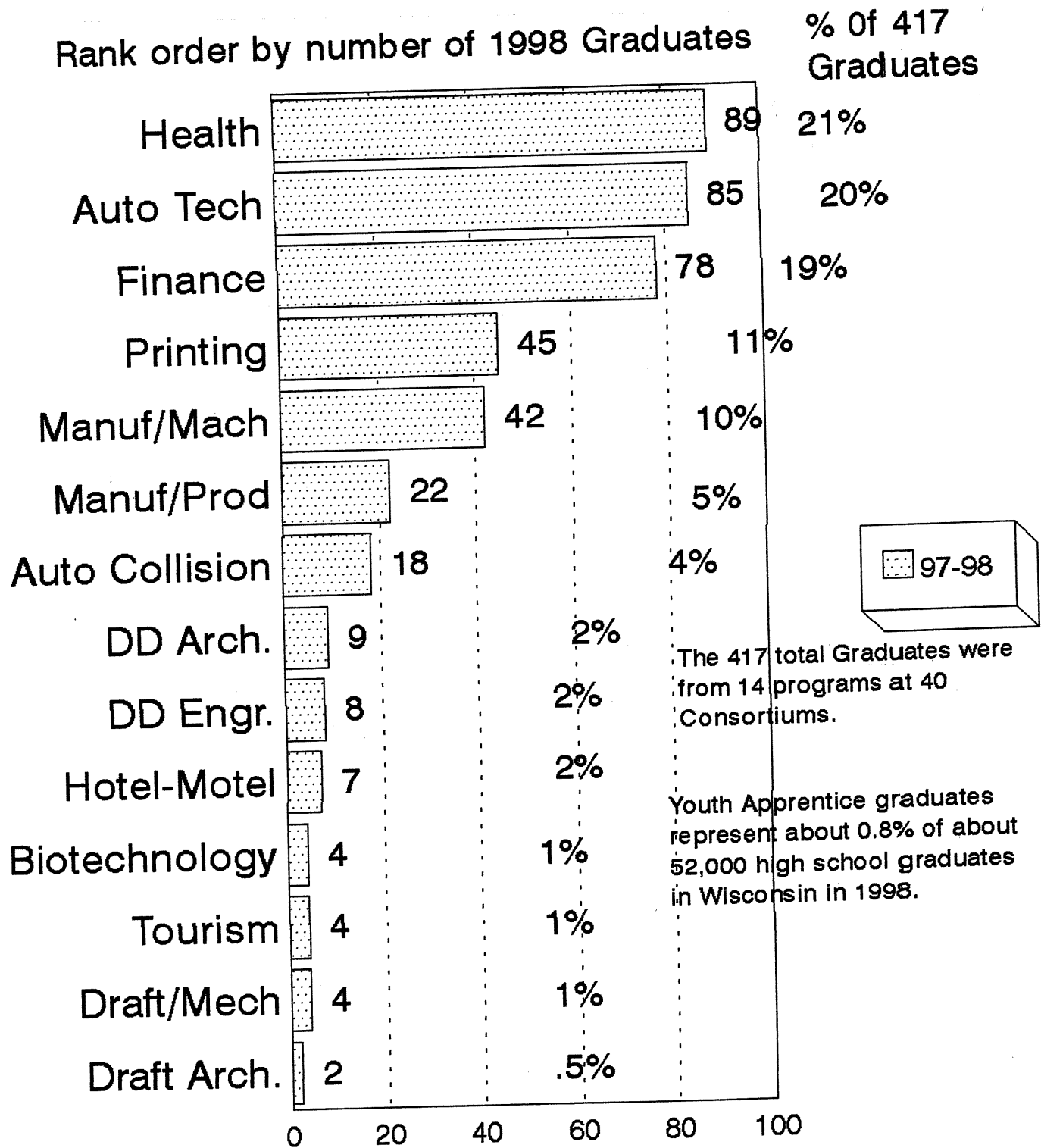
A large majority of graduates continue their education and as indicated in the 1996 Follow-up, most (51%) will go to four-year colleges. There is no hard evidence that the graduates going on to school will ever work in the field that they served their apprenticeship. Only an estimated 20% of graduates were working F.T. in the fall following graduation. There is no evidence presented that they were working in the field of their apprenticeship. If 20% of graduates actually worked in their field, about 70 skilled workers would be added to a Wisconsin workforce of 2.7 million in 1997.

As shown in the graph of 1998 graduates by program, the largest program in Wisconsin with 89 graduates was Health, which is based on a 9-week full-time Nursing Assistant program. It is inappropriate to call this program or any others "Apprenticeship" programs since students are not employed in an apprentice job. Of 14 programs with graduates in 1998, 50% had less than 10 graduates. They are not serving at-risk students.

As shown on the graph of graduates by location of forty consortiums with graduates in Wisconsin only 13 had more than 10 graduates in 1998. Waukesha County had 35 graduates, highest in Wisconsin. The Milwaukee Public Schools had 44 graduates in 1997 but only 22 in 1998. MPS has more than 3,000 graduates annually. Fortunately, the Milwaukee Step Up which has been in existence for ten years is serving thousands of at-risk students that Youth Apprenticeships are not even trying to serve.

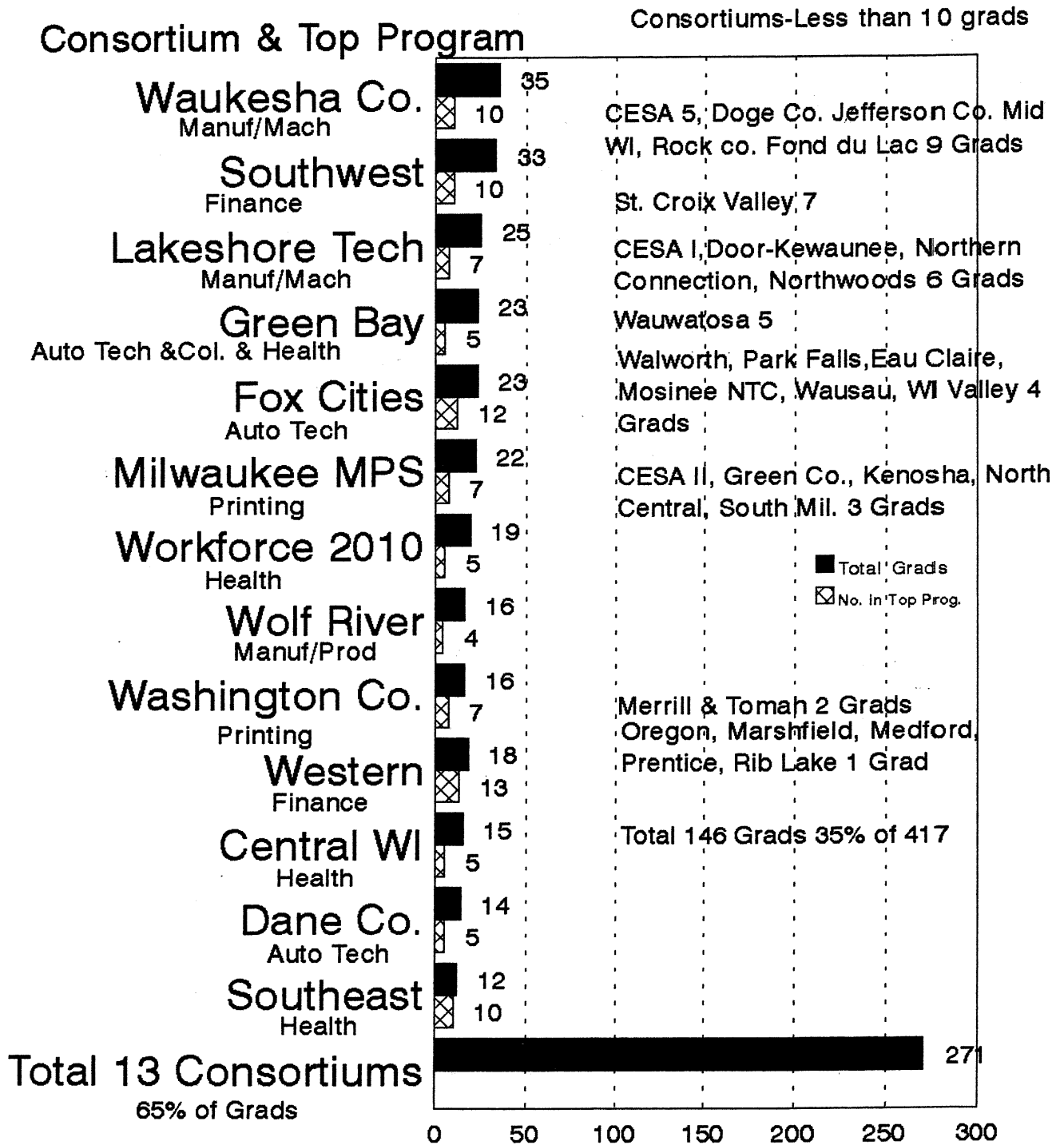
The concept of Youth Apprenticeships is based on the false premise that a majority of youth in Germany participates in apprentice programs that lead to jobs in "skilled" occupations. In reality a majority of German students in secondary schools or colleges are not able to work while attending school even in the summer because the unemployment rates are so high jobs are kept for adults and youth who need to work and are not students.. Six of 300 apprentice programs in Germany account for 90% of enrollment. . The largest apprentice programs (at least a third) are retail and bank clerks.

Wisconsin Youth Apprenticeship Graduates Statewide by Program 1998



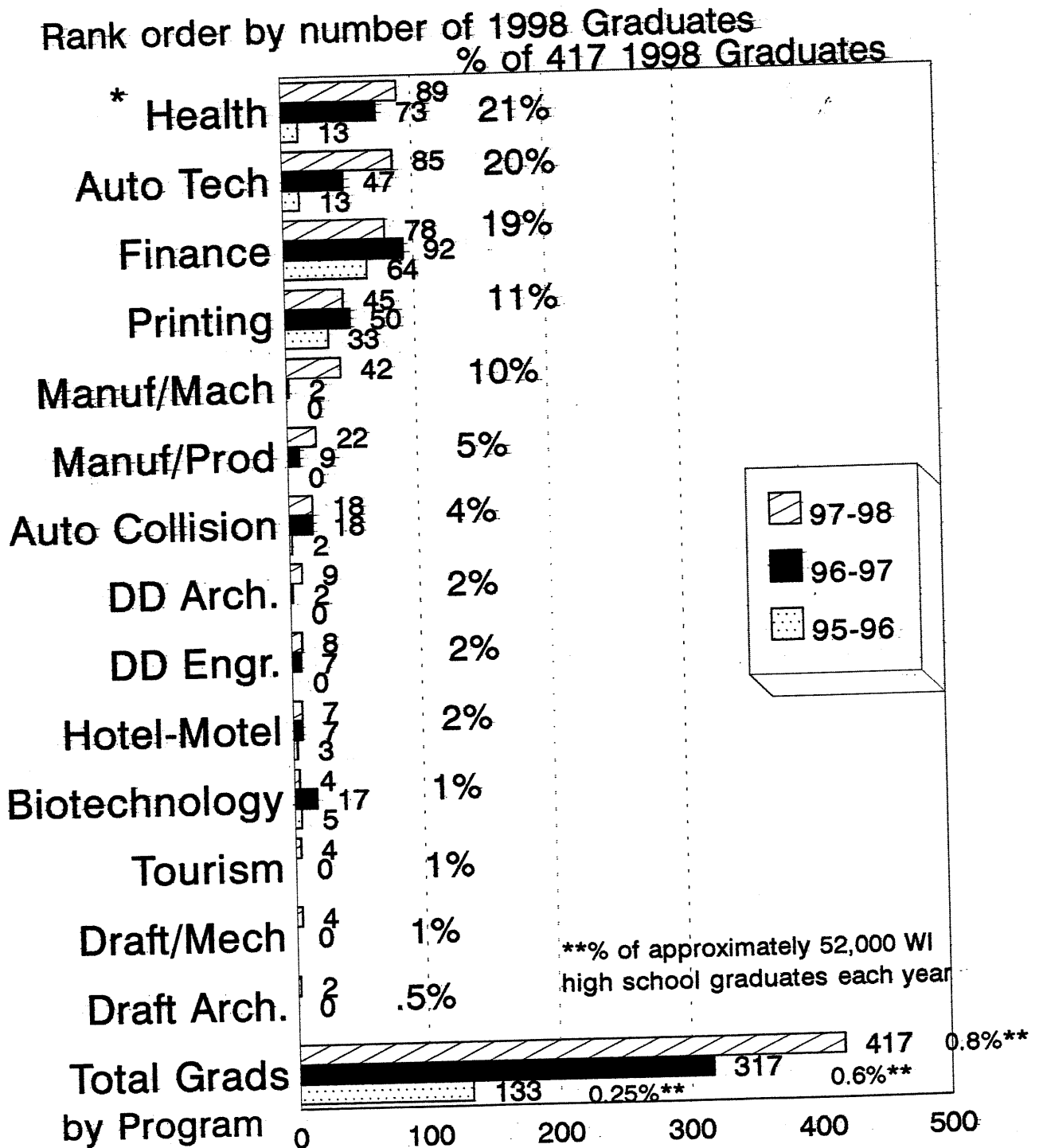
Wisconsin Youth Apprenticeship Graduates Top Consortiums in the State of Wisconsin 1998

Rank Order by Number of Graduates by Site



40 Consortiums had Youth Apprenticeship graduates in 1997-98. The top 13 Consortiums above had 271 graduates 65% of the total 417 graduates in 1998. The 37 Consortiums with less than 10 graduates had 146 total graduates in 1998. Source: WI DWD Div. Connecting Education & Work 1/99

Wisconsin Youth Apprenticeship Graduates Statewide by Program 1996, 1997 & 1998



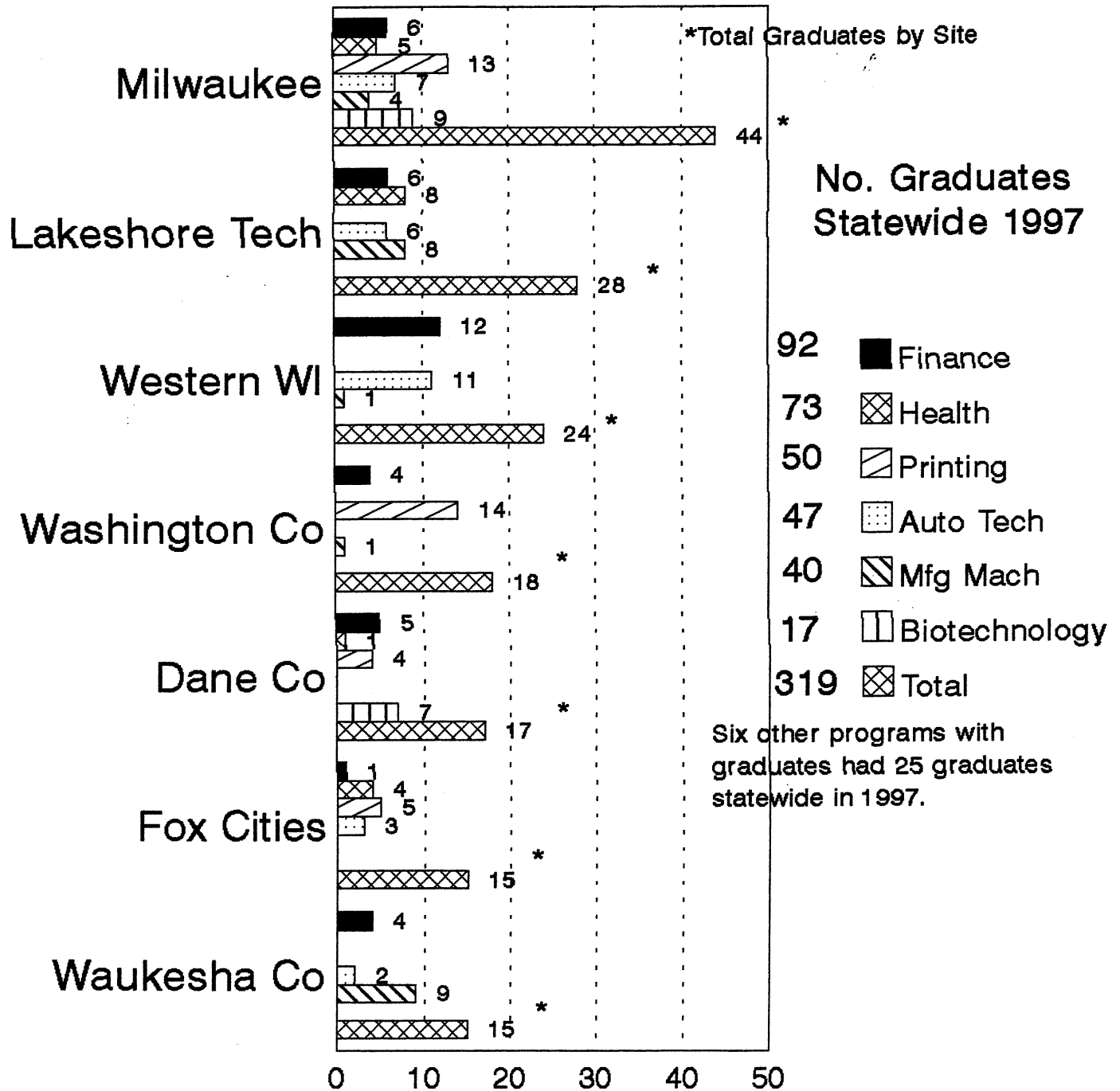
*Health is a 6-9 week Nursing Assistant program if run full-time

Source: Wisconsin DWD Division of Connecting Education & Work 1/99 Graph ERPD Consulting 1/99

Wisconsin Youth Apprenticeship Graduates Top Consortiums in the State of Wisconsin 1997

Rank Order by Number of Graduates by Site

Consortiums Statewide with 15 or more Youth Apprentice Graduates



Graph ERPD Consulting 5/98

40 Consortiums had Youth Apprentice graduates in 1996-97. The top 7 consortiums above had 161 graduates 47% of the total 344 graduates in 1997. The 33 Consortiums with 12 or fewer graduates had 183 total graduates in 1997. Source: WI DWD Div. Connecting Education & Work 5/98

Youth Apprenticeship Program Deceives

Wisconsin's Youth Apprenticeship program is based on the false premise that high-school students' participation in the program leads them to good jobs in "skilled" occupations. Nothing could be further from the truth, and the state's follow-up reports on the programs are pure nonsense.

COMMENTARY • DENNIS REDOVICH

The "Follow-up Survey of 1996 Youth Apprenticeship Graduates" prepared in Nov. 1997 for the Wisconsin Department of Workforce Development (DWD) states the following: "In 1992, the need for a highly skilled workforce for Wisconsin's rapidly changing workplaces served as the major impetus for creating the Wisconsin Youth Apprenticeship Program."

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Since 1991, the Governor's Commissions on Skills for the 21st Century have initiated the hype for others to duplicate. Once the hoaxes are established in the media, there is no need for hard evidence. (Please do not take my comments as a criticism of the quality of curriculum or instruction. My experience is that Wisconsin has exemplary vocational programs and teachers.)

The 1997 report was prepared by the UW-Madison Center on Education and Work for the DWD's Division of Connecting Education and Work. It would be a waste of time to analyze the hype presented as conclusions, as the report presents no valid data or analysis to claim that Youth Apprenticeship is a success in Wisconsin.

Instead, let's look at the output of graduates and the measurable effect of 12 programs state-

wide that actually had graduates (the top five programs are finance, health, printing, auto tech and manufacturing/machining):

■ Six of the 12 programs with graduates produced 319 graduates, and the other six had 25 graduates statewide, for a total of 344 graduates statewide. These 344 represent about 7% of about 52,000 1997 high-school graduates in the state.

■ A large majority of these graduates will continue their education, and as indicated in the 1996 follow-up survey, 97 percent of grads later enrolled in post-secondary schools and most (51 percent) enrolled in four-year colleges. But there is no hard evidence that the graduates going on to school will ever work in the field of their apprenticeship.

■ Only an estimated 20 percent of graduates were working full-time in the fall following graduation. There is no evidence presented that they were working in the field of their apprenticeship. If 20 percent of graduates actually worked in their field, about 70 skilled workers were added to a Wisconsin workforce of 2.7 million in 1997.

What is the cost of Youth Apprenticeship graduates in dollars and time? The Nov. 1996 report, "Youth Apprenticeship in Wisconsin: A Stakeholder Assessment" prepared by the Madison Center for Education and Work states, "Some employers estimate their costs for supporting a youth apprentice to be approximately \$15,000 over a two-year period." (I would say this is an exaggeration. Some may even say that apprentices are a source of cheap labor.)

The report also states, "Schools unable to pro-

vide the related instruction with regular faculty members find their costs to be as high as \$3,500 per year."

Milwaukee had 44 apprenticeship graduates in 1997—13 percent of the graduates from 40 consortiums statewide. Yet MPS has numerous excellent regular vocational programs that are ignored by public school bashers. Five consortiums in the state had only two graduates in 1997. Obviously, programs with enrollments below 10 are extremely expensive. Are these programs cost-effective for their output?

Millions of dollars in instructional costs are being subsidized in school districts. In addition, hundreds of thousands are used for administration costs on the state and local levels. Hundreds of thousands of dollars are spent on curriculum and standards development, such as the \$338,630 granted in 1996-97 to UW-Green Bay alone. UW-Madison people have indicated that UW-Green Bay has been allocated about \$800,000 over the last few years for research, curriculum and program standards. Much of this money is given to WTCs districts and school districts. There is little accountability for the use of these funds. The materials I have reviewed from UW-Green Bay are useless.

How can the instructional, administrative and development costs for six programs that produced 25 graduates statewide in 1997 be justified? How can a two-year program in health that uses nursing assistant training as its core curriculum be justified as an apprenticeship program? The Nursing Assistant program is an excellent one, and it could be taught the last semester prior to graduation or the summer fol-

lowing graduation from high school.

The 1996 and 1997 Youth Apprenticeship follow-up reports are useless because there is no separate data or evaluation for each of the 15 Youth Apprenticeship programs, and there is no data or evaluation by school district.

Instead, the 1997 follow-up generalizes from responses of about 100 1996 graduates (out of 167), from nine programs and 60 sites. Do graduates from all programs respond the same? Do graduates from all sites respond the same? Does anyone read or take seriously the conclusions and recommendations of these reports?

Dennis Redovich is a retired educator and director of the Center for the Study of Jobs and Education in Wisconsin.

Appendix A

BUILDING TOMORROW'S WORKFORCE

To accomplish this task the State of Wisconsin will embark on an effort of Building Tomorrow's Workforce. This effort will focus both on meeting our immediate needs as well as put in place the foundations for a sustained effort to meet the workforce shortage problems we face.

With this report the following initiatives will be launched

Appoint Peter Fox as **Special Assistant to the Governor for Workforce Shortage Solutions**. The Special Assistant will have Cabinet rank and will use the Governor's Council on Workforce Excellence, made up of business, labor, education and government as his board of directors. The Special Assistant will insure that commitments made by State Agencies have made in a partnership relationship with business, education and labor will be carried out to meet the workforce shortage needs of the state.

Establish the **Task Force on the Future of Technical Education in High School and Post Secondary Institutions**. The Task Force will be chaired by Phil Neuenfeldt and Dave Eberhardt with a mandate that includes:

- mapping out the future of technical education for high school and post-secondary students and institutions; reviewing all current education and training focused programs including work-based learning strategies, youth apprenticeship, and tech prep; developing a template for the establishment of core technical training in high schools; and, reporting back to the Governor by the end of January, 1999
- expanding access for high school students to technical colleges and increasing the number of students enrolling in technical programs
- increasing the number of youth apprenticeships to 5000 by the year 2000
- making youth apprenticeships available to the 5,000 low-income teenagers now participating in Milwaukee's Step Up program
- initiating a new youth apprenticeship in welding at Tower Automotive and Super Steel in conjunction with North Division High School
- make recommendations on improving transitions from high school to technical college to the University system to make that educational pathway readily available for appropriate students
- Examine methods, including student loan forgiveness, technical training scholarships, and employer tax credits for worker training, to make occupational skill training more affordable for more workers

Appendix B

SECONDARY ENROLLMENT		STATE: WISCONSIN		REPORT PERIOD: FY 97		NAME:		PHONE:					
OCC PROGRAM AREA	TOTAL ENROLL	UNDUPLICATED		UNDUPLICATED AND DUPLICATED (duplicated in parentheses)									
		MALE	FEMALE	REGULAR	DISADV.	LEP	DISABLED	CORR.	SP/DH/SPW	SEX EQUITY	ADULT	COMP-LETER	
AG	5,608	3,471	2,137	3,910	1,164	12	522	49	25	-	1,569		
MARKETING	5,438	2,561	2,877	4,137	1,021	29	251	61	6	-	1,859		
TECHNICAL	-	-	-	-	-	-	-	-	-	-	-		
CHE	30,339	11,940	18,399	21,364	6,161	186	2,628	49	-	-	-		
WHE	8,348	1,907	6,441	5,405	1,976	76	891	267	14	-	2,403		
TRADE & IND	-	-	-	-	-	-	-	-	-	-	-		
HEALTH	3,361	495	2,866	2,658	537	21	145	57	2	-	832		
BUSINESS	18,608	7,437	11,171	14,009	3,666	169	764	310	44	-	4,541		
TECH ED/IA	21,441	17,840	3,601	14,285	5,057	91	2,008	119	34	-	5,579		
TOTAL	93,143	45,651	47,492	65,768	19,582	584	7,209	49	863	125	16,783		
		UNDUPLICATED		UNDUPLICATED AND DUPLICATED (duplicated in parentheses)									
		TOTAL		LINKAGE		PLACEMENT							
OCC PROGRAM AREA	TOTAL ENROLL	MALE	FEMALE	TECH-PREP	CO-OP	APPR	WK-STUDY	CONT ED	EMPLOYED RELATED	OTHER	MIL	OTHER	CURRENT TEACHERS
AG	5,608	3,471	2,137	1,476	450	35	-	761	247	237	29	4	261
MARKETING	5,438	2,561	2,877	2,061	1,415	40	-	1,030	162	165	20	4	102
TECHNICAL	-	-	-	-	-	-	-	-	-	-	-	-	-
CHE	30,339	11,940	18,399	-	-	-	-	-	-	-	-	-	494
WHE	8,348	1,907	6,441	2,878	1,047	98	-	946	203	294	35	24	125
TRADE & IND	-	-	-	-	-	-	-	-	-	-	-	-	-
HEALTH	3,361	495	2,866	998	304	207	-	502	58	53	8	3	9
BUSINESS	18,608	7,437	11,171	6,198	1,479	128	-	2,473	272	400	54	17	173
TECH ED/IA	21,441	17,840	3,601	7,689	1,191	294	-	2,289	689	676	174	3	1,069
TOTAL	93,143	45,651	47,492	21,300	5,886	802	0	8,001	1,631	1,825	320	55	2,233

- NOTES:
- 1) 366 IIC FUNDED DISTRICTS WHICH INCLUDES 1 CORRECTIONAL SCHOOL
 - 2) ENROLLMENT IS FOR GRADES 11-13 ONLY, ALL UNDULICATED COUNTS FROM VEERS DATA
 - 3) PLACEMENT SECTION - OTHER CATEGORY REFERS TO HOMEMAKERS
 - 4) TEACHER COUNT FROM TEACHER/STAFF SURVEY THAT INCLUDES ALL DISTRICTS FROM WISCONSIN, GRADES 9-13; COUNT OF CHE AND TECH ED/IA MAY INCLUDE NON-VOCATIONALLY CERTIFIED

Appendix C.

Year	Number of 9th to 12th grade students in school-supervised work-based learning experiences
1994-95	19,322
1995-96	45,756
1996-97	35,178
1997-98	

Year	Number of high school courses that are revised and upgraded to include applied and integrated learning activities
1995-96	2,576
1996-97	1,491
1997-98	

Year	Number of high school students enrolled in integrated and applied courses
1995-96	54,887
1996-97	49,442
1997-98	

Year	Number of articulation agreements between secondary school and technical colleges	Number of high schools that have developed articulation agreements with technical colleges
1994	2,700	
1995	3,266	
1996	4,030	368
1997	3,905*	430
1998		

Year	Percentage of students enrolling in technical college following high school graduation
1993-1994	13.8%
1994-1995	14.4%
1995-1996	14.2%
1996-1997	13.4%
1997-1998	

Year	Number of 9th to 12th grade students with written career plans
1992-93	15,828
1993-94	53,682
1994-95	67,300
1995-96	186,009
1996-97	180,327
1997-98	

THE MORNING MAIL

Milwaukee Public Schools already has a successful technical high school. That's enough, says Robert Haase. 11A

WEDNESDAY, APRIL 16, 1997

Send letters to: The Morning Mail, Milwaukee Journal

Apprenticeship belongs in workplace, not schools

The March 3 Journal Sentinel article "Plans for academics get high marks," about a proposal for Milwaukee Public Schools to establish two technology academies, raises serious questions.

MPS already has an outstanding technical high school capable of preparing students for manufacturing or construction jobs. Why do we need to spend \$1.5 million over two years for two academies and new administrators when MPS already has competent administrators and schools in place?

I am a strong supporter of bona fide apprenticeship programs that are certified by state statutes. These apprenticeship programs are administered by joint labor-management committees and have a long track record of success in training skilled workers.

There is no need to have students spend half of each day for two years focused on a "techni-

cal" program. The demand for these workers depends upon economic conditions, and the number of workers is small.

The problem is that too many employers do not want to pay for training their own workers; they want the public to pay the bill. Our schools are meant to educate students in academic skills and to offer some vocational training, but not for specific jobs. The \$1.5 million should be spent at Milwaukee Tech and to reduce class sizes in MPS schools, not to subsidize some select employers.

After 19 years of experience managing an apprentice program and 40 years of experience at the ironworker trade, I see the academy program as just another quick-fix proposal paid for by taxpayers rather than employers, with little chance for success.

Robert Haase
Greendale

EDITORIAL PAGE

THURSDAY, OCTOBER 17, 1996

MILWAUKEE
JOURNAL SENTINEL

IN MY OPINION

School-to-Work evaluation a sham

The learning program is based on biggest con in education this century

BY DENNIS W. REDOVICH

Quality Education Commission Chair David DeBruin's Oct. 1 letter titled "School-to-Work works" does not reflect the findings of the SRI International Evaluation of Milwaukee's School To Work: Phase 2 Final Report. A quote from Page 113: "Achievement data from MPS do not show significant differences in the academic performance of School-to-Work (STW) and non-STW students." A quote from Page 85 of the July draft: "This year, SRI found no systematic differences in the achievement of students in STW and non-STW schools."



Redovich

While DeBruin and too many others, including some Milwaukee School Board members, outrageously criticize and hold Milwaukee Public Schools teachers and administrators responsible for all accountability measures, such as attendance, truancy, grade point averages, dropouts and ninth-grade students passing algebra, they enthusiastically accept anecdotal stories from anyone who says (without any credible hard data) the STW learning program is wonderful.

Why isn't STW evaluated using the same accountability measures as all MPS schools? Is it because these measures are primarily the responsibility of students and their parents? MPS critics have no qualms about naming failing schools and holding school staff responsible for all student behavior and achievement. Are students and parents not accountable for anything?

On Page 113, the evaluation says that anecdotal data from MPS suggests that students are improving in ways other than those measured by test scores. "We do not have any data, however, that STW is helping to stem Milwaukee's high school dropout rate."

The survey and research methodology used by SRI are a sham. There are almost no usable quantitative data. The analysis and recommendations consist of nonsense rhetoric such as the first recommendation (Page 179): "Communicate the vision internally and externally" and "The radicalism of this reform

needs to be emphasized." There are 26 more useless and general recommendations. At what cost, \$200,000? It's unbelievable!

There were 129 partnerships with employers in Phase 2. The useless survey utilized had 62 of the partnerships responding, or 48%. There are no quantitative data or analysis by partnerships, school, grade level, type of partnerships, type of activity or numbers of students. Why wasn't the response 100%?

The low response and incompleteness of the responses indicates to me that the partnerships were not considered to be significant by the partners. While the report highlights that 95% of respondents reported that basic skills were "very important" (Page 93), it does not highlight that only 19% (12 out of 62, Page 230) indicated that advanced academic skills were "very important."

Insane is too mild a term for new MPS academic standards that will cause more students to fail for no good reason.

Schools and welfare are the scapegoats for the social and economic problems of Milwaukee, Wisconsin and the nation. School-to-Work is based on the most significant and biggest con in education in the 20th century. The high-tech, high-skilled and high-paying jobs of the future are a hoax.

This hoax is based on fraudulent findings of prestigious national and state of Wisconsin commissions. Highly funded programs like Youth Apprenticeships and School-to-Work are not panaceas for educational, social or economic problems. They provide some help and do no harm.

However, the money could be much better spent reducing class sizes and providing adequate educational facilities and equipment in school districts like Milwaukee.

I am a strong supporter of MPS and its students, teachers and administrators. As a 1950 graduate of Gaenslen (Riverside High School), I love MPS and would never say anything that I did not believe to be good for MPS in 1996. The media and the public could best help MPS by looking at the good things happening at MPS instead of bashing MPS teachers and schools for problems they did not create. There are no easy panaceas.

Dennis W. Redovich is an educational consultant for Educational Research Planning and Development Consulting in Greendale.

OTHER VOICES

In My Opinion: Dennis W. Redovich, an educational consultant, says the evaluation of Milwaukee's School-to-Work program provides almost no usable data. 15A

Youth Apprenticeship Program Deceives

Wisconsin's Youth Apprenticeship program is based on the false premise that high-school students' participation in the program leads them to good jobs in "skilled" occupations. Nothing could be further from the truth, and the state's follow-up reports on the programs are pure nonsense.

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Instead, let's look at the output of graduates and the measurable effect of 12 programs state-

wide that actually had graduates (the top five programs are finance, health, printing, auto tech and manufacturing/machining):

- Six of the 12 programs with graduates produced 319 graduates, and the other six had 25 graduates statewide, for a total of 344 graduates statewide. These 344 represent about .7% of about 52,000 1997 high-school graduates in the state.

- A large majority of these graduates will continue their education, and as indicated in the 1996 follow-up survey, 97 percent of grads later enrolled in post-secondary schools and most (51 percent) enrolled in four-year colleges. But there is no hard evidence that the graduates going on to school will ever work in the field of their apprenticeship.

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Milwaukee had 44 apprenticeship graduates in 1997—13 percent of the graduates from 40 consortiums statewide. Yet MPS has numerous excellent regular vocational programs that are ignored by public school bashers. Five consortiums in the state had only two graduates in 1997. Obviously, programs with enrollments below 10 are extremely expensive. Are these programs cost-effective for their output?

Millions of dollars in instructional costs are being subsidized in school districts. In addition, hundreds of thousands are used for administrative costs on the state and local levels. Hundreds of thousands of dollars are spent on curriculum and standards development, such as the \$338,630 granted in 1996-97 to UW-Green Bay alone. UW-Madison people have indicated that UW-Green Bay has been allocated about \$800,000 over the last few years for research, curriculum and program standards. Much of this money is given to WTCS districts and school districts. There is little accountability for the use of these funds. The materials I have reviewed from UW-Green Bay are useless.

How can the instructional, administrative and development costs for six programs that produced 25 graduates statewide in 1997 be justified? How can a two-year program in health that uses nursing assistant training as its core curriculum be justified as an apprenticeship program? The Nursing Assistant program is an excellent one, and it could be taught the last semester prior to graduation or the summer fol-

lowing graduation from high school.

The 1996 and 1997 Youth Apprenticeship follow-up reports are useless because there is no separate data or evaluation for each of the 15 Youth Apprenticeship programs, and there is no data or evaluation by school district.

Instead, the 1997 follow-up generalizes from responses of about 100 1996 graduates (out of 167), from nine programs and 60 sites. Do graduates from all programs respond the same? Do graduates from all sites respond the same? Does anyone read or take seriously the conclusions and recommendations of these reports?

Dennis Redovich is a retired educator and director of the Center for the Study of Jobs and Education in Wisconsin.

JON ERPENBACH

STATE SENATOR

May 25, 1999

Senator Gary George, Co-Chairperson
Senator Judy Robson
Senator Brian Burke
Senator Peggy Rosenzweig
Senator Mary Lazich

Representative Carol Kelso, Co-Chairperson
Representative John Gard
Representative Stephen Nass
Representative Robert Ziegelbauer
Representative David Cullen

Dear Members of the Joint Committee on Audit:

I am writing today to request that your committee direct the WI Legislative Audit Bureau to conduct a management audit in regard to the operations of the Division of Community Corrections Unit within the Department of Corrections. I have been contacted by employees, particularly from the Beloit office, who are concerned about the management of their division.

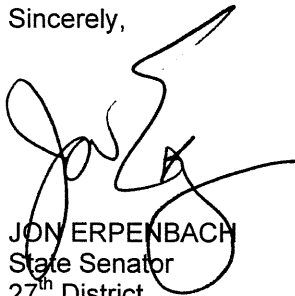
Their main concerns lie in the fact that program assistant positions are being left vacant, and the professional staff is being expected to cover telephones, their own typing, and completion of required paperwork usually completed by these assistants. Having to complete these tasks removes these agents further from their field work and offender supervision. They are concerned that they are not able to effectively perform their jobs to help prevent recidivism in Rock County.

In addition, they have basic concerns that the management of local offices is dictated from upper levels within DOC, as well enforcement of fraternization policies for agents.

I request that an audit be conducted to determine the affect not filling program assistant positions is having on the operation within the Division of Community Corrections.

Thank you for your attention to this matter. Please feel free to contact me if I may be of further assistance with regard to this request.

Sincerely,



JON ERPENBACH
State Senator
27th District

JE.tk

George
118-5



WISCONSIN LEGISLATURE

P.O. Box 7882 • Madison, WI 53707-7882

Monday, May 24, 1999

Senator Gary George, Co-chairperson
Senator Judy Robson
Senator Brian Burke
Senator Peggy Rosenzweig
Senator Mary Lazich

Representative Carol Kelso, Co-chairperson
Representative John Gard
Representative Stephen Nass
Representative Robert Ziegelbauer
Representative David Cullen

Dear Member of the Joint Committee on Audit:


We write this letter to request that your committee direct the Wisconsin Audit Bureau to conduct a program evaluation and management audit with regard to the operations of the Division of Vocational Rehabilitation (DVR) under the care of the Department of Workforce Development (DWD).

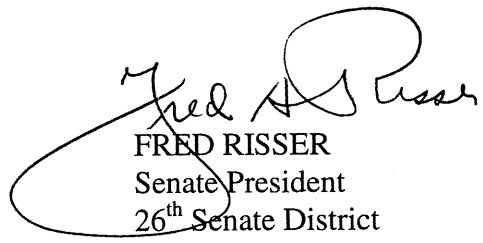
As you know, DVR Counselors provide employment services for persons with disabilities. They are highly trained state employees whose qualifications minimally include: 1) Master's Degree 2) two years of clinical supervised experience, and 3) professional counselor certification in the State of Wisconsin. Currently, entry-level counselors with these qualifications are only paid \$23,051 per year. Serious questions have been raised from within the Division as to the appropriate level of compensation for DVR Counselors that supports successful recruitment and retention of qualified employees.

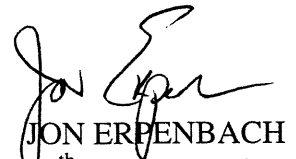
We request that an audit be conducted to determine the status of recruitment and retention within the DVR. In addition, the audit should determine to what degree DVR is unable to successfully perform its duty to provide Wisconsin citizens with disabilities employment services as a result of any recruitment, retention, and attrition problems.


Thank you in advance for your attention to this matter. Please feel free to contact any of our offices if we may be of assistance with regard to this request.

Sincerely,

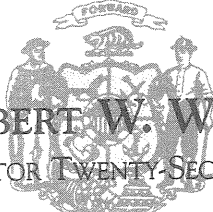

CHUCK CHVALA
Senate Majority Leader
16th Senate District


FRED RISSER
Senate President
26th Senate District


JON ERPENBACH
27th Senate District


ROBERT JAUCH
25th Senate District

all
To
LAD



ROBERT W. WIRCH
STATE SENATOR TWENTY-SECOND DISTRICT

April 16, 1999

CC

Senator Gary R. George and
Representative Carol Kelso, Co-chairpersons
Joint Legislative Audit Committee
State Capitol
Madison, Wisconsin 53702

Dear Senator George and Representative Kelso:

During fiscal year 1997-98, the State of Wisconsin made over 173,000 purchases of equipment, supplies, and services, totaling more than \$832 million. Section 16.75, Wis. Stats., requires the Department of Administration and all other state agencies to, with some exceptions, make purchases based on the lowest responsible bidder, taking into consideration life cycle costs, their conformance with bid specifications, and other factors. Section 16.72, Wis. Stats., requires the Department of Administration to prepare or review these specifications. Logically, this review should ensure the bids do not have restrictive provisions and encourage competition, which should result in lower costs to the State.

While the Legislature has enacted statutes governing the State's purchasing practices, it has come to my attention that some bid specifications for large pieces of equipment have been set so that only one specific manufacturer is able to meet the specifications and, therefore, be awarded the bid. This reduces the level of bid competition. In addition, this practice results in state agencies not considering equipment, supplies, and services that could best fulfill agency needs at the lowest possible costs.

Therefore, I am requesting that the Joint Legislative Audit Committee direct the Legislative Audit Bureau to perform an audit of the state's purchasing practices. Such an audit could include a:

- review of the Department of Administration's and the state agencies' purchasing policies and procedures and whether they promote fair and open competition and do not limit competition through unreasonable or overly restrictive bid specifications;
- review of the State's purchases to determine whether agencies followed prescribed policies and procedures and included bid specifications to allow for competition from a variety of manufacturers of equipment;

State Capitol, P.O. Box 7882, Madison, Wisconsin 53707-7882 • 608-267-8979

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Email: Sen.Wirch@legis.state.wi.us • Fax: (608) 267-0984

Home: 3007 Springbrook Road, Kenosha, Wisconsin 53142 • (414) 694-7379

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- determination of the extent that state agencies reject the lowest, reasonable bids in order to purchase equipment, supplies, and services from other bidders at higher costs; and
- review of the State's policies to address concerns raised by bidders who protest bid awards.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads "Bob Wirch".

Senator Robert Wirch

**SHIRLEY
KRUG**
STATE
REPRESENTATIVE

April 6, 1999

Senator Gary George
Representative Carol Kelso
Co-Chairs, Joint Legislative Audit Committee
State Capitol
Madison, WI 53702

Dear Senator ^{Gary} George and Representative Kelso:

I would like to renew my request of August 26, 1998 for an audit of the Department of Corrections' (DOC) system for classification of inmates. As you are aware, adult inmates are classified according to security risk and then assigned to a maximum, medium, or minimum security institution.

Office:
P.O. Box 8952
State Capitol
Madison, WI 53708
(608) 266-5813

Home:
6105 W. Hope Ave.
Milwaukee, WI 53216
(414) 461-2223

Legislative Hotline:
(Toll-free)
1-800-362-9472

FAX:
(608) 266-7038

Wisconsin continues to lead the nation in prison population growth. Between July 1, 1997 and June 30, 1998, the nation's prison population grew 4.8%, a figure less than the annual average increase of 6.9% since 1990. By contrast, Wisconsin's prison population grew by 19% from summer 1997 to summer 1998. Only North Dakota, with a prison growth rate of 19.5% did worse. DOC has projected our prison population to grow 21.1% between June 30, 1998 to June 30, 1999. The number of inmates is projected to rise by 17.4% and 18.6% the following two years.

DOC's estimates for future prison populations are based on current data and historical trends. The implementation of truth-in-sentencing means that this growth trend for our prison populations will continue, if not accelerate, unless the Legislature approves reductions in sentences for some crimes.

Prison annual operating costs and construction costs for added beds have also grown quickly. With the rapid increase in the number of inmates and the shortage of space, it is my understanding that changes might be occurring in how inmates are classified at intake and at the six-month review.

Proper classification of prisoners is important because it affects the types of beds necessary within different security levels. In addition, inmates' programming needs are determined during the overall assessment and classification process. The programs affect costs within the institutions and are a factor in the likelihood of inmates committing new crimes after their release.



Senator Gary George
Representative Carol Kelso
April 6, 1999
Page Two

Corrections' costs will exceed \$1.75 billion for the 1999-2001 biennium. It is in the state's best interest to ensure that these funds are spent wisely. I believe a comprehensive review by the Legislative Audit Bureau will be an important first step in ensuring the DOC administers a sound, consistent inmate classification system that meets the public's need for safety at the most reasonable cost.

If you have additional questions about this request, please feel free to contact me.

Sincerely,



Shirley Krug
Assembly Democratic Leader

SK:hf



DuWayne Johnsrud

State Representative

March 26, 1999

Co-Chairs, Joint Committee on Audit
Senator Gary George and Representative Carol Kelso
State Capitol

SUBJECT: Department of Natural Resources, Air Management Program Audit Request

Dear Senator George and Representative Kelso:

I respectfully request that the Legislative Audit Bureau be directed to investigate the Department of Natural Resources Air Management Program.

My particular interest is in an investigation of state versus federally required activities administered by the Air Management Program. I would like to see those requirements compared to the origin of the funding used to implement those programs.

Recent DNR rule-making proposals would increase by 35% the cost of construction permit fees for all facilities that emit air pollutants. Additionally, the air management program's initial state budget request seeks new "facility fees" to cover the costs of lost federal funding. These shifts from federal to state funding sources should be accompanied by an accounting of federal Clean Air Act requirements and requirements that are entirely state created in nature.

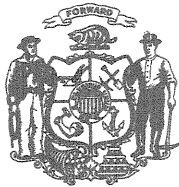
I am not aware of a useful comparison of state versus federal requirements in the air management program, but I think that information should be an integral part of the budget making process. A better understanding of these relationships would serve the air management program and government officials greatly by helping justify and explain expenditures as well as to trim unnecessary expenses.

I have come to believe that only a comprehensive investigation by the Legislative Audit Bureau can confidently sort out confusion over federal and state funding and requirements.

Sincerely,

A handwritten signature in black ink that reads 'DuWayne'.

DuWayne Johnsrud
State Representative
96th Assembly District



Judith B. Robson
Wisconsin State Senator

March 14, 1999

Honorable Gary George
Senate Co-Chair
Joint Audit Committee
118 South, State Capitol

Dear Senator George:

In 1991 the Joint Audit Committee approved my request for an audit of the Department of Health and Social Services' administration of the Maternal and Child Health (MCH) block grant. The audit revealed problems with administration that "resulted in less than effective use of the funds it retains." At that time, the department was retaining 19.7% of the MCH funds to support "state and regional program and administrative activities."

I request a follow-up audit to determine whether the recommendations from 1991 have been implemented. How are the funds retained by the state being used? The audit stated: "Developing a strategy for ensuring responsibilities are clearly assigned and that appropriate positions are funded with the block grant will be important for ensuring the effective use of Maternal and Child Health block grant funds retained by the department." Does the department have "well defined" responsibilities related to maternal and child health programs "for those staff funded with the block grant?"

On a broader scale, the audit could examine the role and purpose of the state Division of Public Health. What is the ratio of GPR support compared to federal support? How do we compare with other states in services we provide and our qualification requirements for the position of state health officer? What percentage of the cost for mandated health services is being borne by the local public health departments?

In 1990 the department adopted the state health care plan, "Healthier People in Wisconsin: A Public Agenda for the Year 2000." How are we doing? The plan's intent was to accomplish the specific goals and objectives by the year 2000. The division is proposing a change to the state's distribution method for federal and state public health funds. How does this proposal conform to federal/state requirements and the goals/objectives for the Year 2000?

Your consideration of this audit request is appreciated. If further information is needed, please let me know.

Sincerely,

A handwritten signature in cursive script, appearing to read "Judith B. Robson".

Judith B. Robson
State Senator
15th District

JBR:kas

State of Wisconsin



GARY R. GEORGE
SENATOR

March 29, 1999

The Honorable Judith Robson
Wisconsin State Senate
15 South, State Capitol
Madison, WI 53702

Dear Senator Robson:

Judy
Thank you for your letter requesting a follow-up audit of the Department of Health and Family Services' Maternal and Child Health block grant.

In the next several weeks, Representative Kelso, Jan Mueller and I will be meeting to review all of the audit requests we have received thus far and determining which requests will be considered by the Committee. I will keep your thoughts in mind.

Again, thank you for writing.

Sincerely,

Gary R. George
GARY R. GEORGE
State Senator
Sixth Senate District



cc.

John Ainsworth

State Representative • 6th Assembly District

Chair: Assembly Committee on Rural Affairs

February 10, 1999

Representative Carol Kelso, Co-Chairperson
Joint Committee on Audit
Room 16 West – State Capitol
Madison, Wisconsin 53708

Senator Gary George, Co-Chairperson
Joint Committee on Audit
Room 118 South – State Capitol
Madison, Wisconsin 53702

In Re: Audit Request of State Prison Farm System

Dear Co-Chairpersons Kelso & George:

I would like to formally request that an audit be conducted of the State prison farm system as it relates to the operational costs of the three farm sites both separately and collectively. Several questions or concerns that I have include:

- What are the costs of the farms' operations vs. the value of the produce sold?
- What is the need and/or availability of produce sold from competing private enterprises to the prisons?
- What, if any, land use plans have been implemented in the land surrounding the prison sites?
- What is the value of the experience gained by the inmates, specifically:
 - Number or percentage of inmates who stay in agriculture upon release from prison.
 - Is there an extreme need for agricultural employees in the private sector for inmates who have participated in the farm-prison program upon completion of their sentences?
- What is the value of produce used by the prison system as well as the amount sold to outside processors?
- What is the rate of farm-employed inmates who re-offend as compared to other inmates?
- Are any of the farm operation facilities used by the local U.W. Extension campuses?
- Will the sale of produce grown at the Waupun farm site offset the construction costs incurred at the site?



District:
W6382 Waukechon Road
Shawano, Wisconsin 54166
(715) 526-3810

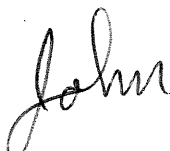
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Madison, Wisconsin 53708-8952
(608) 266-3097 • Fax: (608) 282-3606

Joint Committee on Audit – Page 2

Your consideration of my request for an Audit would be sincerely appreciated.

Sincerely,

A handwritten signature in cursive script, appearing to read "John".

JOHN AINSWORTH
State Representative
6th Assembly District