



PROFS INC

PUBLIC REPRESENTATION ORGANIZATION OF THE FACULTY SENATE
UNIVERSITY OF WISCONSIN-MADISON

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Testimony of PROFS, Inc.
Representing the UW-Madison Faculty
on the Proposed State Budget for the University of Wisconsin
by Professor Ronald D. Schultz, School of Veterinary Medicine
to the Joint Committee on Finance
April 15, 1999

PROFS, Inc., representing the UW-Madison faculty, is pleased with the UW System budget proposed by Governor Thompson for the 1999-2001 biennium. The budget provides improvements in many areas important to the maintenance of educational quality, citizen access, and faculty competitiveness for the Madison campus.

There are several areas of the budget that are especially important to UW-Madison:

- **The UW-Madison Public-Private Initiative:** The \$30 million in the proposed budget will fund faculty positions in targeted areas, infrastructure improvements, and competitive salaries. Most importantly, the campus expects to generate three to four dollars of private support for every dollar of state funding.

- **New Funding for Libraries:** The \$7.3 million in the proposed budget will buy additional electronic information resources, library acquisitions, and expansion of the document delivery. Libraries are the foundation of undergraduate education, university research, and continuing business and technology education, and the proposed funding is a much needed infusion after ten years of little or no increases for the libraries' budget.

- **Additional Funding for Advising, Info Tech, Diversity, WHEG:** Increased funding in the areas of advising, Information Technology, Plan 2008, and Wisconsin Higher Education Grants will improve the quality of education and enhance access at the UW campuses.

- **Continuing Appropriation:** The statutory change that will alter the UW tuition appropriation from an annual to a continuing appropriation will allow the university to manage its operations in the 21st Century. The continuing appropriation is particularly important since faculty are entrepreneurial in

developing programs that address the needs of Wisconsin citizens. The faculty need to know that the revenues will be available to sustain the programs. Examples of these programs include the Capstone programs that permit students to complete advanced studies without requiring them to enroll in traditional masters or doctoral programs. UW-Madison Vice Chancellor John Torphy is submitting a letter to the Joint Committee on Finance elaborating on the need for the continuing appropriation and detailing some of these excellent programs that would benefit from the continuing appropriation.

- A 5.2% Pay Plan Each Year for 1999-2001: While we are pleased with the proposed budget, it represents only half of the equation when it comes to providing the necessary resources for the UW-Madison campus. The other half is the pay plan. PROFS urges the legislature to endorse the 5.2% pay plan recommended by the UW Board of Regents.

As the university plans for the changing needs of the next century, it is vital that compensation is competitive. We are hiring additional faculty in special targeted fields, where faculty are highly recruited and we will also be replacing approximately 40% of the faculty that will retire from UW-Madison during the next decade. The competition for high quality faculty is fierce.

The Wisconsin Statutes mandate that the UW faculty and academic staff be compensated in a competitive manner. Unfortunately, this standard is not currently being met.

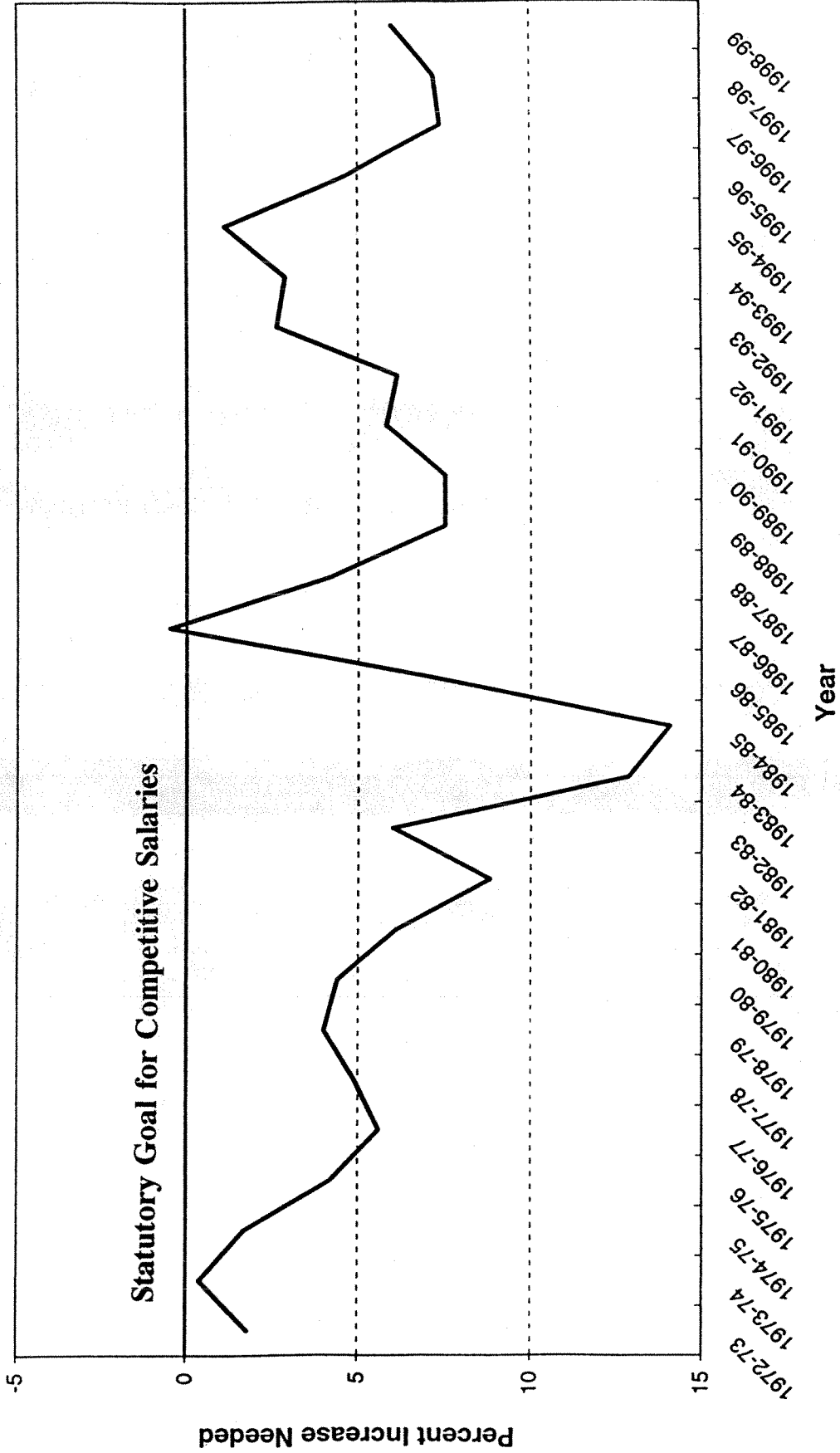
As you can see from the attached graph, UW-Madison faculty salaries are 6% below the median of their peer schools. This peer group was endorsed by two Governor's Commissions on Faculty Compensation, one appointed by Governor Earl and one appointed by Governor Thompson. With peer universities continuing to provide strong pay plans, UW-Madison will need at least 5.2% per year to get as close to the median as possible.

- Immediate Coverage of Health Insurance: Finally, we request the ability to offer immediate health insurance coverage for faculty and academic staff to increase our ability to compete successfully with other universities for outstanding candidates for faculty positions. Since competitive institutions do not have a waiting period for health insurance, this puts us at a disadvantage in recruiting top faculty and academic staff. Senate Bill 3, which has passed the Senate Education Committee and is currently in the Joint Finance Committee, would provide immediate coverage without an increase in GPR funding. PROFS encourages the committee to add this language to the budget bill.

Thank you for your consideration of the budget needs of UW-Madison. We look forward to continuing to working with you to ensure that UW-Madison continues to benefit future generations of Wisconsin students, citizens, and employers.

UW-Madison

Faculty Salary Deficit Compared to Peer Group Median Pay Increase Needed to Bring Faculty Salaries to the Peer Group Median



Current Deficit 6%



Iowa's Master Skilled Worker Awards were begun in 1993. The idea of a Master's award program is based on the historical relationship that has existed for years between an accomplished craftsman and an apprentice.

Today's Masters may work as much with personal computers and high-speed communications as their historical counterparts did with papyrus and memorization, but the idea is still the same; competence and dedication in the skilled transfer of knowledge.

The concept of apprenticeship, as we know it today, was institutionalized in the United States in 1937 when Congress passed the National Apprenticeship Act, popularly known as the Fitzgerald Act.

Apprenticeship is generally recognized as the best method for teaching people to become skilled craftworkers, apprentices have advantages over less structured methods. These opportunities include: learning their trade/craft more quickly and effectively; hands-on training, offers the apprentice the unique advantage to make decision in a work environment that will impact the employer and to deal effectively with the pressures of making those decisions.

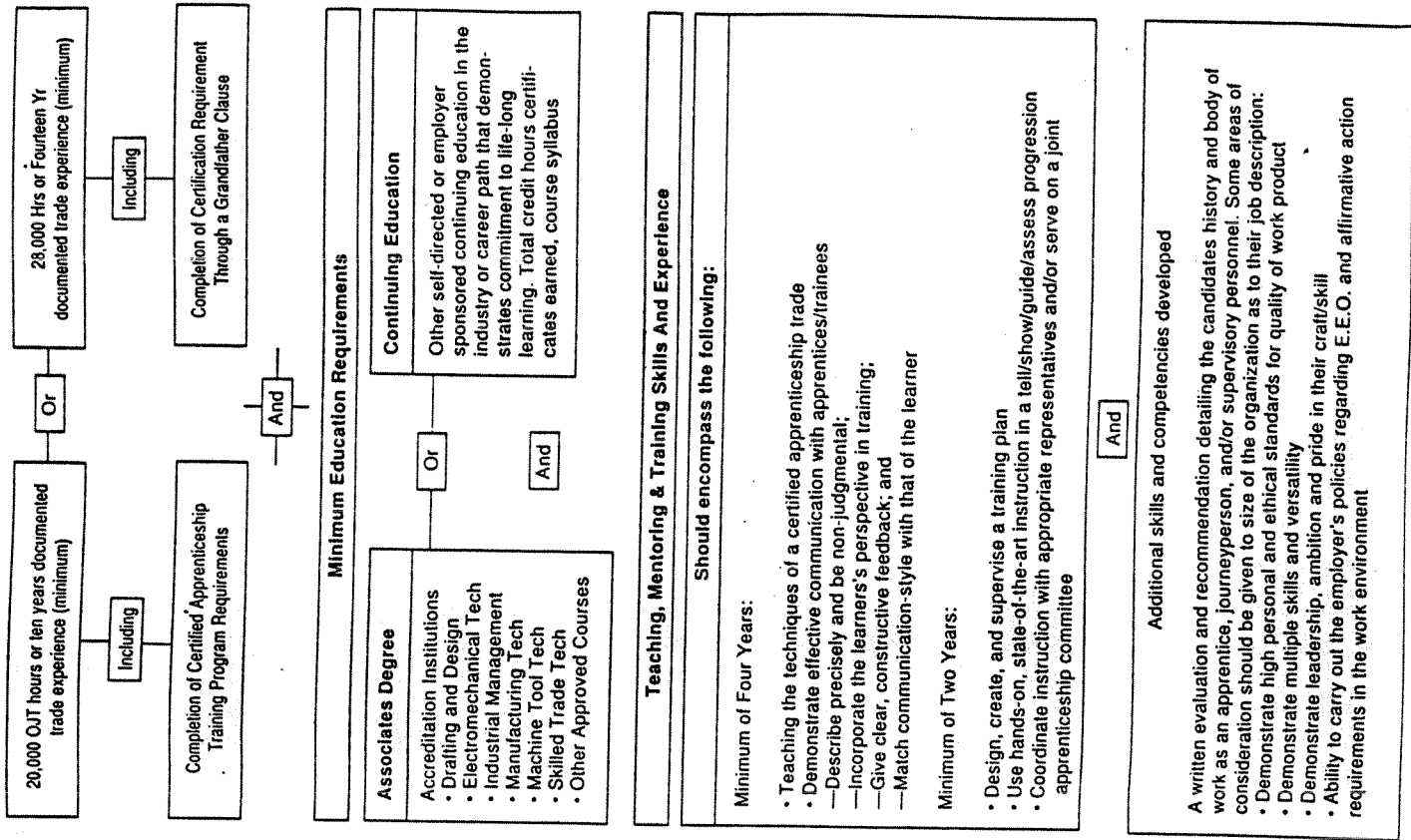
TARGET Alliance developed this program for Iowa, so a person's lifelong pursuit of excellence in their chosen craft/industry and dedication to the passing of their knowledge and expertise to an apprentice would be recognized in the highest manner possible.

The criteria for the Award is rigorous. The candidate must have at least ten years experience in their career area and must demonstrate lifelong learning through their own personal education/growth in their craft. Finally and most importantly, the candidate must have proven abilities as a mentor, coach, instructor or teacher within that career field.

Master Skilled Worker Award Program

TARGET Alliance
150 Des Moines Street
Des Moines, IA 50309-5563
(515) 281-9322

Master Skilled Worker Award Requirements



Iowa Employers,

TARGET Alliance has developed a program for Iowa that provides recognition for lifelong pursuit of excellence in the skilled trade occupations, the Master Skilled Worker Award.

Throughout history, people have used some form of apprenticeship training to transfer skills from one generation to another. Modern apprenticeship is a formal, voluntary system of employee training, supervised by skilled journey person craftworkers, with related technical instruction.

The Master Skilled Worker Award is one way to identify those experienced journey persons who continually learn and grow in their craft, but take on the additional task of passing that knowledge and expertise along. A Master is both coach and mentor, who knows a specific industry from "A-Z", and who is capable of creating a structured, supportive environment for learning and growth.

The Master Skilled Worker Award recipient is recognized in the fall after the nominations have been reviewed by members of the Bureau of Apprenticeship and Training, Education officials and Labor leaders.



Cynthia Eisenhauer
DES Director

Cynthia Eisenhauer

The Iowa MASTER SKILLED WORKER Awards

What is an "apprenticeable occupation"? Here's a list of more than 800 occupations which have been designated as "officially recognized apprenticeable occupations" by the Bureau of Apprenticeship and Training (BAT).

Keep in mind that apprenticeships are not limited to these occupations. If you are an employer who employs someone in a new or emerging occupation, or an occupation you feel may have been overlooked, you can contact the BAT for information on how to set up an apprenticeship for your staff members.

Contact **Mike Harcourt** at the **Bureau of Apprenticeship and Training**, Room 715, Federal Building, 210 Walnut, Des Moines, Iowa 50309. Or, phone the **BAT** at (515) 284-4690.

These occupations have been designated as "officially apprenticeable"

- ACCORDION MAKER
- ACOUSTICAL CARPENTER
- ACTOR
- AIR & HYDRONIC BALANCING TECHNICIAN
- AIR-COND MECH (auto)
- AIR-COND INSTALLER, WINDOW
- AIRCRAFT MECH, ARMAMENT
- AIRCRAFT MECH, ELECTRICAL
- AIRCRAFT MECH, PLUMB & HYDRA
- AIRCRAFT - ARMAMENT MECHANIC
- AIRCRAFT - PHOTOGRAPH - EQUIP
- AIRFRAME & POWER PLANT MECH
- AIRPLANE COVERTER
- AIRPLANE INSPECTOR
- ALARM OPERATOR (gov service)
- ALTERNATION TAILOR
- AMBULANCE ATTENDANT (EMT)
- ANIMAL TRAINER
- ARCHITECTURAL COATINGS FINISHER
- ARSON AND BOMB INVESTIGATOR
- ARTIFICIAL GLASS-EYE MAKER
- ARTIFICIAL PLASTIC-EYE MAKER
- ASPHALT PAVING MACHINE OPER
- ASSEMBLER-INSTALLER, GENERAL
- ASST MGR ITR, AIRCRAFT I, POWELI
- ASSEMBLER, AIRCRAFT, STRUC
- ASSEMBLER, ELECTROMECHANICAL
- ASSEMBLER, METAL BUILDING
- ASSIST MILITARY TECHNICIAN
- ASSISTANT PRESS OPERATOR
- AUDIO OPERATOR
- AUDIO VIDEO REPAIRER
- AUGER PRESS OPER, MAN CONTR
- AUTO COOLING SYS DIAG TECH
- AUTO MAINT-EQUIP SERVICER
- AUTO-RADIATOR MECHANIC
- AUTOMATED EQUIP ENGR-TECH
- AUTOMATIC-EQUIP TECHNICIAN
- AUTOMOBILE MECHANIC
- AUTOMOBILE TESTER
- AUTOMOBILE UPHOLSTERER
- AUTOMOBILE BODY REPAIRER
- AUTOMOBILE-REPAIR SERV EST
- AUTOMOTIVE-GEN-&-START REP
- AVIATION SAFETY EQUIP TECH
- AVIATION SUPPORT EQUIP REP
- AVONICS TECHNICIAN
- BAKER (bakery)
- BAKER (hotel & rest)
- BAKER, PIZZA (hotel & rest)
- BAKERY-MACHINE MECHANIC
- BANK -NOTE DESIGNER
- BARBER
- BARTENDER
- BATCH-AND FURNACE OPERATOR
- BATTERY REPAIRER
- BEERKEEPER
- BEN DAV ARTIST
- BENCH HAND (jewelry silver)
- BINDERY WORKER
- BINDERY-MACHINE SETTER
- BIOMEDICAL EQUIPMENT TECH
- BLACKSMITH
- BLOCKER & CUTTER, CONTACT LENSE
- BOATBUILDER, WOOD

Chairs: Brian ^{Sen}Burke → John ^{Rep}Gard

April 14, 1999

Statement to the WI State Joint Finance Committee
Regarding the Funding of Public Education:

*My name is Erin Raether, a lifetime Wisconsin citizen. I am speaking for myself and on behalf of the Education Task Force of Progressive Dane.

*The public educational system of our state is not just *under-funded*, but it is being handcuffed and hurt by the legislative acts of this state. Several aspects of Wisconsin's budget are severely limiting the abilities of schools and the teachers to do what is necessary: to educate and help minds to grow!!

*The spending caps on local school districts *must be eliminated*. These spending caps are causing budgetary problems in the far majority of districts by cutting funds spent on textbooks, extracurricular programs, the arts, and so much more. *Over* half of schools are suffering from such basic problems as building maintenance deterioration and teacher vacancies.

*Also, the legislature must live up to its apparently empty promises to school districts in the area of special education. Despite the guarantee that the state would pay 63% of the federally mandated Exceptional Educational Needs costs, the state is only reimbursing the school districts at half that rate. The legislature *must* be held accountable to what is required by its own laws.

*Because of the spending caps, and the additional money Wisconsin's school districts are being forced to pay for Exceptional Educational Needs programs, the education of the state's youth is suffering. It seems pointless to try and prove how significant *public* schools are in opening minds, spreading knowledge, and developing the skills of new generations. I will not even begin to try, as the reasons are obvious to me and they should be to you.

Erin Raether ← 508 W. Doty St. #1 Madison, WI 53703
Madison, WI (608) 257-6157



STATE REPRESENTATIVE

DAVID WARD

37th Assembly District

The attached is provided
for your information.
Please let me know if I can be
of further assistance.

Rep. Riley

Please find attached the comments
from my constituent, Jill Farnsworth
from Lake Mills, regarding the
expansion of kindergarten. She
requested that I distributed her comments
to the Joint Finance Committee.

P.O. Box 8953, Madison, WI 53708

(608) 266-3790

Impact on Taxes of Expanding Kindergarten

The State of Wisconsin is one of the highest taxing states in the Union. In an effort to lower property tax, the State has chosen to increase funding for public schools to two-thirds of the cost, and limit annual per pupil increase in State funding to a flat amount. As a result, communities have seen a drop in property taxes.

However, many school districts have been able to pass referendums to increase capital expenditures because of the lower tax rate. Since the State pays school districts based on enrollment, many school districts are choosing to expand to full day 5 year old kindergarten, 4 year old kindergarten, and even consider 3 year old preschool programs to increase their revenues from the State. If these increases continue, the State will not be able to pay for them, unless they raise taxes.

Local communities are passing these spending increases because residents believe they are getting "free" kindergarten programs. However, as more and more school districts expand kindergarten, a significant tax increase is inevitable.

If local school districts decide to expand their programs, local communities should pay for them, not the entire State.

Dear Editor:

In the news in the last couple of days there has been a lot of talk about full day kindergarten programs, and also four year old "kindergarten" programs increasing in the state. The attitude has all been positive. People think they are getting "free" programs because, after all, the "state" is funding these programs. Who do you think "the state" is? Wisconsin is already one of the highest taxing states in the union. In an effort to lower property tax, the state has chosen to increase funding for public school to two-thirds of the cost per pupil. As a result, communities have seen a drop in property taxes. Therefore, many school districts have been able to pass referenda to increase capital expenditures.

The school districts get paid state aid based on enrollment, so many are turning to full day kindergarten, so these children count as 1 child instead of 1/2, they are turning to four year old programs, and many are even considering 3 year old preschool programs to increase their revenues from the state. If these increases continue, the state will not be able to pay for them, unless, of course taxes go up. Sure, it looks good now to a district, they see all this "state money" available, why not increase their enrollment by taking in children all day, and/or include four year olds in their enrollment count? But that can't continue forever. After all, "state money" is tax money.

It looks good to working parents too, they are getting "free" child care. But once their child is past kindergarten, they are paying for everyone else's child care.

The districts sell these programs to taxpayers by citing the educational benefits to the children. "It seems easier to sell to the community because it's not coming out of the local taxpayers' pocket" said Jim McCoy, early-childhood consultant with DPI, in a Milwaukee Journal Sentinel interview. "For the local communities, the pressure is off. How the state is going to pay for it, I don't know."

There are many excellent child care and preschool programs available to working parents. The scare over the lack of child care slots due to W-2 was unfounded. The state is sitting on many dollars that were earmarked for W-2 participants that are still sitting there unused. Good child care programs are available, and a good one has higher staff qualifications and better teacher child ratios than are required by the school districts' four year old programs!

Then there are bussing versus walking issues; curriculum issues, as a four year old learns differently than a five year old; and even some five year olds are not ready for a full day of school. I have seen many a.m. kindergarteners come back to their child care center and lay down for a rest

Dear Parents,

I hope you have read the story about the Facilities Committee work in the March 26 issue of the Leader. I also hope you noticed that of the four "solutions" to the addition at Prospect diagrammed by the space consultants from "DLR Group" (I don't know what this group is) that were presented all included space for "grades" pre-kindergarten through grade five.

These "solutions" have gotten me quite upset. Why should the tax-supported school system be going into the pre-kindergarten business? Why does this "group" assume this community wants or needs not only full day kindergarten, but four year old kindergarten? They don't even present any options that DO NOT include full day and four year old kindergarten.

I believe that the taxes in this community are high enough, we are already beginning to support the mansion downtown called the city hall, do we need to build a school big enough for full day and four year old kindergarten?

And is this community prepared for the consequences of the school doing full day and four year old kindergarten? Namely, putting **First Class** and Teddy Bear Pre-School out of business? Eliminating five and four year olds from here would mean us losing 29 out of our 69 children. We can't afford that. Then where would these 29 children go on the many, many days off from school if we're not here?

If you are as interested in this as I am, I urge you to join me next Tuesday, April 6 at 7:00 at the Middle School for the next facilities committee meeting; and/or the Public forum at the high school at 7:00 on Thursday April 8.

Remember, while the school providing care for your four and five year olds NOW may sound good to you, are you prepared to pay for everyone else's four and five year olds care on your tax bills for the rest of your life?

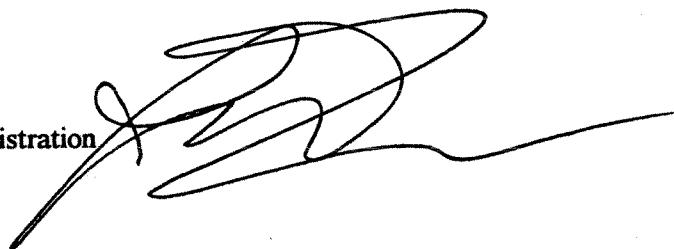
Come see me with any questions!!! See you at the meetings. Jill

UNIVERSITY OF
WISCONSIN
M A D I S O N

April 14, 1999

MEMORANDUM

To: Members, Joint Committee on Finance
From: John Torphy, Vice Chancellor for Administration
Subject: Continuing Appropriation



The statutory language establishing a continuing appropriation for tuition revenues is a critical step in providing the UW System and the Madison campus with the responsibility, the capability and the flexibility to manage its resources. The need and logic for the continuing appropriation are several.

First, and most obvious, it allows us to respond with appropriate classes, sections and services when tuition revenues exceed the budgeted estimates due to higher enrollments and changes in student mix. It is true that we could receive the additional spending authority by seeking approval from this committee. However, the process of making the request, having DOA and LFB reviews, scheduling and holding a hearing will take a minimum of 30-45 days. Because we will not know actual enrollment numbers and student mix until a week or so before classes start, waiting another month for committee approval means it is too late to create new sections and additional teaching laboratories.

Second, the authority will allow us to plan and initiate special targeted credit programs, primarily at the masters and graduate level, which will involve distance education and targeted, differential tuition for the specific program. We have already initiated the evening MBA and the Doctorate of Pharmacy program, but they had to await legislative approval of the tuition expenditure authority in the biennial budget. We are developing the distance education masters degree in Engineering. Chancellor Ward has initiated the planning and design for a pilot series of post-baccalaureate Capstone degree and certificate programs which are intended to provide an educational transition for undergraduates from liberal arts to professional opportunities without requiring the students to enroll in the traditional masters (or doctoral) programs. These include Biomedical Informatics, Laboratory Quality Management, Geographic Information Systems and Computational Sciences. A combination of distance education and on-site instruction, the tuition for these programs will be different and the enrollment "non-traditional." Without the ability to expend the revenues associated with the growth in such programs, there is little incentive for faculty and staff to invest their time in program development and design.

Third, the opportunity for distance education initiatives will, of necessity, be constrained if we cannot be sure that we will be given the authority to recover the development design and "organizational" costs from the additional tuition revenue generated. And if course and program enrollment increase beyond a biennial budget estimate during the subsequent two years, we won't be able to expend the revenues for promised services without obtaining prior legislative approval. It will be hard to explain to a distance

Vice Chancellor for Administration

education enrollee that he or she must wait for several months or take the course from somewhere else.

Let me conclude by mentioning an important fact:

If the legislature, at any time, believes that the Regents are abusing the continuing appropriation, it can stop expenditures or the use of revenues via the authority of the Joint Committee on Finance and/or by converting the appropriation to an annual one in the very next legislative session.

I would be more than happy to answer any questions that members have.

JT:ns

Good morning Chairman Gard, Chairman Burke, Representative Albers and members of the Joint Committee on Finance.

My name is Ann Robinson. I am Richland County Clerk of Circuit Court.

I am requesting that the Joint Finance Committee appropriate an additional \$2 million annually for CCAP (Circuit Court Automation Program).

Before CCAP I had no automation of any kind. In October 1992 that all changed and as of October 1993 the Richland County Court system is fully automated. We have all cases entered, financial and jury. Our court system could not function without CCAP.

Richland County has been a pilot county several times for CCAP. This has included jury and most recently the latest update. We have been willing to do this when requested as this helps the entire state. But if CCAP's staff is not sufficient because of lack of funding this would have a great impact on my office.

Richland County is a farming community. If CCAP cannot function without the funds needed this will require the counties to appropriate funds that they don't have to cover the expense. Chaos would be the result. The progress we have seen in the last seven years would be over. Richland County is a depressed area and there is no further funding I could ask for. If a computer breaks down and CCAP could not provide me with a working one, I can't imagine how we would adequately serve the public.

CCAP is a life saver for not only my county but for the entire State of Wisconsin. I cannot praise it enough. And there is much work yet to be done. There are several state and county offices that the Clerk of Court offices need to be networked, such as the District Attorney's office, the sheriff's offices, the continued interaction with Dept of Revenue, the department of transportation, Wisconsin Crime Information bureau. The amount of time

spent on paper and postage alone between all these offices is huge. I ask you to imagine the benefit of sharing information that this network would allow.

I ask you to please allow the continued success of CCAP with adequate funding for the additional staff it requires, new equipment and to continue implementing the remaining counties. The success of CCAP is also the success of the court system and the State.

Thank you.

Joint Finance Committee Hearing (Madison) Speech

15 April 1999
Jaidee K. Moore

When the bill permitting the capping of school budgets was passed into law, it was done with nothing but good intentions. I am here to tell you that I have witnessed exactly the opposite both in the Madison schools and in other schools throughout the state. Overall, the budget caps have devastated the Madison schools. Particularly at West High School, we have not had enough money even for basic repairs. As a result, our roof leaks, the electrical system is faulty, and our heat has failed during the winter. Certainly, such poor conditions do not promote a good educational environment for students. There have also been limits placed on athletics and other extracurricular programs that provide opportunity for students in Madison. For example, the West football team has had tremendous trouble in finding adequate equipment with which to play. The track team, of which I am a part, has no where to run meets, as the Mansfield Track has been closed due to a lack of money.

The budget caps have also created problems outside Madison. I have traveled to Milwaukee on numerous occasions as part of forensics and debate, and I have found the scene there to be one of utter devastation. Even in their select schools, such as Solomon Juneau Business High School, the school that produced Astronaut Jim Lovell, they do not have enough money for adequate technology or maintenance. These schools do not appear to be suitable places to achieve a proper education. I have personally met with numerous students of high potential that we are simply not giving a chance due to financial constraints created by the budget caps.

History provides an important example of where we may be headed. At the end of World War I we were confident that we had no enemies, so we cut funding to our military. By the eve of World War II our military was so dwindled away that we almost lost that war. The very same thing is happening right now to education thanks to the budget caps. The cutting of school budgets directly affects the proper education of our youth. These are the youth that will grow up to lead this nation, to be the managers and engineers. We cannot cut back their opportunities and allow others to get a better chance at taking American jobs. For the good of this nation as a whole, and in order to give American youth an equal shot at life, we must modify or abolish the budget caps.

Wisconsin Humanities Council's

Distribution of \$50,000 in Wisconsin State Funding 7/1/98 - 6/30/99

Speakers Bureau
Grant Awards



Major and Mini-grant Awards

In fiscal year 1998-1999, the WHC awarded \$40,000 in state funds to organizations in 12 Wisconsin communities. These programs were:

Dodgeville

Folklore Village Farm, \$2,000

A Survey of Southwestern Wisconsin Folklife Resources

A public workshop for teachers, librarians, and historians culminates this research project which identifies, reviews, and summarizes existing documentation of southwestern Wisconsin folklife. The research will create a centralized listing making folklife materials known and available to the public. It will also aid in the identification of geographical and topical areas which require further research.

Eagle River

Olson Memorial Library, \$1,200

Ethics: Virtues, Moral Principles and Responsibility

This six-week book discussion series explores virtue, character, principle, and duty as described in works by Aristotle, Kant, and Sartre. Guided discussion focuses on applying ethical theory to contemporary concerns by considering issues in participants' lives.

Eau Claire

Chippewa Valley Museum, \$2,730

The Price of Bread and Rubber: Building Tires in Eau Claire, 1917-1992

Life sculptures, mural-sized photographs, artifacts, and voices of former employees will lead visitors through this recreation of the Gillette/Uniroyal tire plant. This collective history will reveal how the plant affected the politics, economy, and people within the community of Eau Claire for 75 years.

Green Bay

Neville Public Museum of Brown County, \$9,470

FIRE!

This exhibit details the history and development of firefighting in northeastern Wisconsin, while analyzing the impact of fire on the ecology, industry, and people of this region. An interdisciplinary display will use artifacts, photographs, and interactive components to attract a broad audience of all ages.

Janesville

Rock County Historical Society, \$1,435

Apron Strings: Ties to the Past

Planned to coincide with the *Apron Strings* exhibit, this day-long adult symposium traces the evolution of the apron from utilitarian necessity to accessory, and explores its status as a symbol of motherhood, family, and hard work. Scholar presentations will show how the apron reveals changing attitudes toward women and domestic work and how it served as a means of creative expression.

Madison

Early Childhood Learning Centers, Inc., \$2,000

African Americans in Rural Wisconsin: Cheyenne Valley and Pleasant Ridge Communities

African American settlement in Wisconsin dates back to the 1840s when families migrating from the south developed farming communities in Grant and Vernon counties. This video discussion series, led by historian Zach Cooper, introduces fourth grade students and teachers in Madison Public

Schools to these early settlers and explores contributions African Americans have made to the state's culture, from 1840 to the present.

Menomonie

Arts Coming Together, \$500

Legends of Dunn County

Fourth graders in the Menomonie School District will explore the legends of Dunn County through oral tradition and legend. The students will do background research, gather and record traditional stories on videotape, and share them with area schools and libraries.

Milwaukee

Ensemble Musical Offering/Early Music America, \$10,000

The American Bach Project: Pastoral Settings in the Music of J.S. Bach and His Contemporaries

A rich program of lectures and performances explores the life and times of J.S. Bach, focusing on the treatment of pastoral subjects in his music and in that of his contemporaries. The project takes place at public venues throughout the city and offers special events for all ages from school children to senior citizens.

Neenah

St. Mary Central High School, \$6,000

Rational Decision Making in 1998-1999

This popular annual lecture series features 23 humanities scholars from a variety of disciplines who, through 46 lecture and discussion sessions invite participants to address thoughtfully such topics as: Genetics: Benefit or Disaster?; Death on Demand; and Global Visions 2000: Threats and Opportunities.

Oshkosh

Oshkosh Public Museum, \$1,289

Verdi Unplugged: A Literary, Historical, Musical and Dramatic Perspective on La Traviata

Planned to coincide with the Friends of Opera's production *La Traviata*, these classes are designed not only to inform the opera lover, but more importantly to demystify opera for new audiences. Music scholars and opera singer Gail Dobish will introduce various topics including: Social History, Costumes, Manners and Attitudes of 1840-60, and The Genius of Verdi.

Tigerton

School District of Tigerton, \$1,376

All Hands Together

Thread of Life, a professional puppet theater company, will work with teachers, students, and parents to produce original dramatic performances that integrate performing arts with language arts and social studies, and demonstrate how the creative arts can be used to advance state curriculum standards across disciplines.

Williams Bay

George Williams College Educational Centers, \$2,000

Creating Awareness of Poverty and Homelessness in Wisconsin During the Great Depression and Present Through Storytelling

Homelessness takes on a human face in this two-phase project which includes presentation of a series of real-life stories gathered from individuals who have experienced poverty, and an overnight gathering for middle and high school students who will live in a cardboard box village and take part in activities addressing homelessness, poverty, and hunger.

Speakers Bureau Grants

In fiscal year 1998-1999, the WHC set aside \$10,000 for support of small grants for WHC Speakers Bureau presentations. To date, 67 programs in 42 communities have received state funding. We anticipate awarding a total of 75 state-funded Speakers Bureau grants by May 15, 1999.

Appleton

**The Impact of War on Women and Children*

Appleton West High School

**The Irish and the English Language*
Outagamie County Historical Society

Baraboo

**The Impact of War on Women and Children*

American Association of University Women

Beaver Dam

**Gateway: Coming to America*

American Association of University Women

Beloit

**Give 'Em Hell, Harry*
Beloit Historical Society

**The Importance of Being Ole: Ethnic Humor and the Making of Upper
Midwestern Culture*
Beloit Stateline Kiwanis "Golden K" Club

**Rituals of Romance: A History of
Courtship and Weddings, 1830-1990*
Friends at Beloit Public Library

Campbellsport

**The Mail Voice: Exploring the History and
Folklore of American Stamps*
St. Joseph Convent

Cedarburg

**Frontier Doctor: William Beaumont,
Medicine, and Medical Knowledge in Early*

Wisconsin

Ozaukee County Historical Society

Clinton

**Wisconsin Pioneer Profiles*
Twentieth Century Club

Eau Claire

**An Evening with Olympia Brown*
Unitarian Universalist Fellowship of Eau
Claire

Hayward

**The Olympic Games Then and Now: 776
B.B.-1998 A.D. (two presentations)*
Hayward Community Schools

Janesville

**Rituals of Romance: A History of
Courtship and Weddings, 1830-1990*
Hedberg Public Library

**Flamenco Music and Its Debt to Latin
American Culture*
Janesville Woman's Club Association

**Gateway: Coming to America*
Rock County Genealogical Society

Kenosha

**The Wonderful World of Russian Music*
Friends of the UW-Parkside Library

La Farge

**Flamenco Music and Its Debt to Latin
American Culture*
La Farge School Spanish Club

**Frontier Doctor: William Beaumont, Medicine, and Medical Knowledge in Early Wisconsin*

Lawton Memorial Library

Ladysmith

**Music: The Language of Life*
City/County Library

**Traditional Music of the Hmong from Laos to Wisconsin*

Kinship of Rusk County

**Four Stories of the Civil War*

Ladysmith Youth & Community Center

**Give 'Em Hell, Harry*

Rusk County Aging Unit

Madison

**The Impact of War on Women and Children*

American Association of University Women

**An Evening with Olympia Brown*

Bethel Lutheran Church Women

**Among Friends? Black Wisconsin at the Opening of the Twentieth Century*

Jewish Social Services

**Give 'Em Hell, Harry*

Madison Senior Center

**Gateway: Coming to America*

St. Luke's Seniors

**Wisconsin Pioneer Profiles*

St. Mary's Adult Day Health Center

**Among Friends? Black Wisconsin at the Opening of the Twentieth Century*

State Historical Museum

**An Evening with Olympia Brown*
University League, Inc.

**Give 'Em Hell, Harry*

Westside Coalition of Older Adults

Manitowoc

**The Seven Wonders of the Ancient World*
Manitowoc Public Library

Menomonee Falls

**Four Stories of the Civil War*

Menomonee Falls Historical Society

Milwaukee

**The Seven Wonders of the Ancient World*
51 Club Layton Park Church

**Revolution and the Courts*

**The Olympic Games Then and Now: 776 B.B.-1998 A.D.*

Greater Milwaukee Association-Phi Beta Kappa

Mondovi

**Four Stories of the Civil War*

Friends of the Mondovi Public Library

Monona

**Give Me Your Tired, Your Poor*

Monona Public Library

Monroe

**An Evening with Olympia Brown*

**The Importance of Being Ole: Ethnic Humor and the Making of Upper
Midwestern Culture*

Monroe High School Fine Arts Festival

Mount Horeb

**What Is a Classic II: The Uses of Reading in an Electronic Age*

Mount Horeb Public Library

Neenah

**Give 'Em Hell, Harry*
Neenah Historical Society

Oconomowoc

**Wisconsin Pioneer Profiles*
Cooney Clovers 4H Club

Park Falls

**Four Stories of the Civil War*
Friends of the Park Falls Library

Plymouth

**Gateway: Coming to America*
Optimist Club of Plymouth

Prairie du Chien

**Frontier Doctor: William Beaumont,
Medicine, and Medical Knowledge in Early
Wisconsin*
Prairie du Chien Historical Society

Prescott

**Over Here: The Wisconsin Homefront
During World War I*
Prescott Area Historical Society

Presque Isle

**Four Stories of the Civil War*
North Lakeland Discovery Center

Racine

**Future Quest: Institutional Change as a
Quest*
Racine Heritage Museum

Sparta

**The Importance of Being Ole: Ethnic
Humor and the Making of Upper
Midwestern Culture*
Monroe County Historical Society

Spooner

**The Importance of Being Ole: Ethnic
Humor and the Making of Upper*

Midwestern Culture

Spooner Memorial Library

Spring Green

**The Bill of Rights as We Approach the
Millennium*
Spring Green Community Library

St. Francis

**The Wonderful World of Russian Music
Contemporaries*

Stoughton

**What Is a Classic II: The Uses of Reading
in an Electronic Age*
Friends of the Stoughton Public Library

Sturtevant

**Black Societies: The Caribbean, Latin
America, and the United States*
Racine Correctional Institution

Viroqua

**Rituals of Romance: A History of
Courtship and Weddings, 1830-1990*
Vernon County Historical Society

Washburn

**Four Stories of the Civil War*
Washburn Area Historical Society

Waupaca

**Take This Job and Shove It: Country Music
and Work*
**The Impact of War on Women and
Children*
Waupaca Area Public Library

**The Importance of Being Ole: Ethnic
Humor and the Making of Upper
Midwestern Culture*
Winchester Academy

Wausau

**Rituals of Romance: A History of*

Courtship and Weddings, 1830-1990
Marathon County Association for HCE

**Four Stories of the Civil War*
Marathon County Historical Museum

Wautoma

**Rituals of Romance: A History of
Courtship and Weddings, 1830-1990*
Waushara & Waupaca Association

West Bend

**Character in Modern America*
West Bend Noon Rotary

Whitefish Bay

**Frontier Doctor: William Beaumont,
Medicine, and Medical Knowledge in Early
Wisconsin*
**Give 'Em Hell, Harry*
Whitefish Bay Retired Men's Club

WHC State Appropriation 1999-2001

The Governor's budget includes an annual appropriation of \$50,000 for the WHC in 1999-2001. \$40,000 will be awarded in major and mini-grants and \$10,000 in Speakers Bureau grants to communities statewide. No state funds will be used for WHC administrative costs.

Demand for WHC programs continues to rise. We are in urgent need of additional funds to support the following programs (in order of priority):

1. An additional \$10,000 for our Speakers Bureau. Although we limit organizations to two bookings a year and have not raised speakers' honoraria in eight years, the program's popularity has tripled awards from just over \$11,000 in 1996 to an anticipated \$35,000 in 1999.

2. \$10,000 for our Resource Center. The WHC Resource Center provides exhibits, discussion series, and other packaged programs to libraries and other organizations throughout the state. We are in desperate need of funds to repair existing, well-used exhibits and to add new ones.

3. An additional \$30,000 for our regular grants program. The volume of grant proposals has increased by 50% since the sesquicentennial. Each grant recipient is required to raise at least equal match. A WHC grant is the seal of approval that makes further fund-raising possible.

4. \$25,000 to support adult literacy programs. Three Wisconsin public library and literacy councils this year received one-time grants from the American Library Association to launch *National Connections*, a program that promotes discussion of quality children's literature among adult new readers. Extension and expansion of these programs depends on WHC funding.

These are our most pressing needs. Recognizing the very real budget constraints under which both the legislature and the governor are operating, we are asking that the **Committee on Joint Finance increase the WHC's annual appropriation to \$125,000.** We would, however, like you to know our other needs:

5. \$50,000 to add humanities courses to the Wisconsin Academy Staff Development Initiative. WASDI offers multiple summer mathematics and science courses to K-12 teachers at fifteen different sites around the state. The WHC wants to add humanities courses to several of these local academies.

6. \$30,000 to raise the upper limit on our major grants. Financial pressures have forced the WHC to reduce its maximum grant award from \$25,000 to \$10,000, restricting our ability to launch major museum exhibits and other large projects that fuel cultural tourism. With additional funds, we would make one \$20,000 award in each of our three annual major grant rounds.

7. \$45,000 to support the development of new packaged programs. The WHC is repeatedly asked to develop more packaged programs along the lines of our very successful book discussion series *Storytellers*. Currently we have too few staff to do so. Additional funds would allow us to add a second program officer and to develop and launch new packaged programs.

Thank you, ~~chairmen~~ ~~and~~ Burke and members of the committee.

My name is Ben Wicker, and I am ^{the prez of WTS and a} a senior ^{group named SDS.} @ West High in Madison. My fellow students here ~~are~~ are from around the city and southern Wisconsin. For most of us, this is our first time at a legislative hearing.

Nobody asked us to be here. We are all missing school ~~today~~ ~~to be here~~ ^{this not school-sponsored field trip.} Some of us drove long distances. We ^{have come} ~~are here~~ to tell you how the school revenue caps are hurting our education.

~~We~~ 51 students from six schools ^{are here,} * members of the statewide, student-run ~~organization~~ ^{organization} Students United in Defense of Schools that ~~is~~ has members in 41 schools of over 30,000 students total. [We are supported by the WTSZ, ^{WTSZ}

a group of elected representatives from over 500 middle high ~~and~~ schools ~~and~~ that voted unanimously to support us.

if you ~~do~~ nothing is done, ~~we~~ cannot remove the caps at least until they are flexible, passed my bill will crumble

Our schools are crumbling.

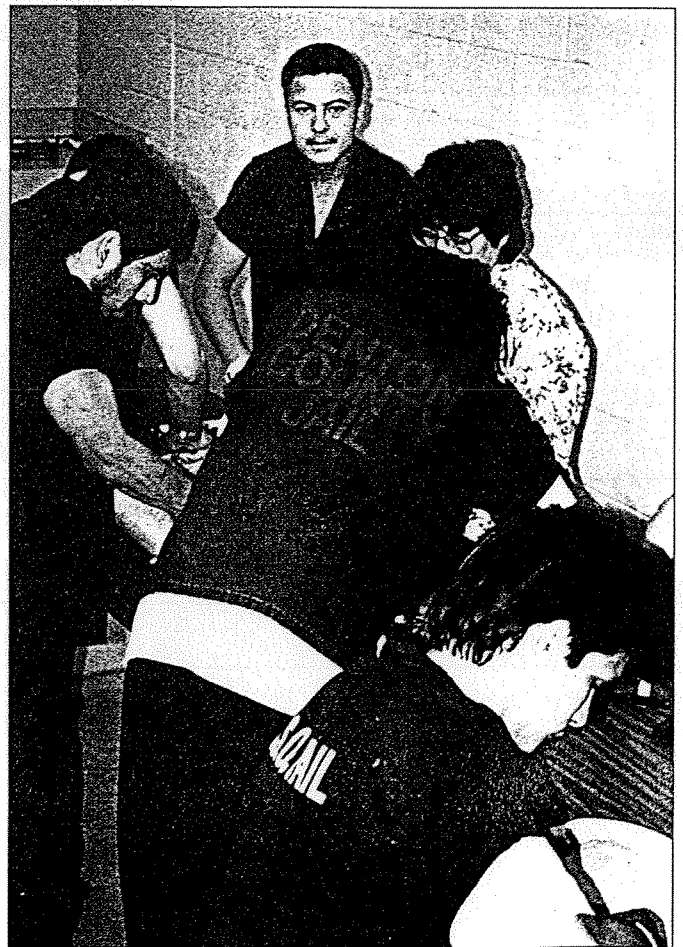
In a couple of years, all of us will vote. ^{Some vote now.} In twenty years, we will run the state. If the school revenue caps are not made more flexible, we will not ~~be able to~~ have the education to make tomorrow's Wisconsin as great as today's. I will yield the mic to ~~my~~ ~~the~~ the other students — and request that you consider your own time in high school as you listen to our testimonies, and the experiences of your children. My school is falling apart. ~~My~~ ~~that~~ It could be yours.

Inmate Education: An Investment for the Future Without Taxpayer Expense

The reaction is predictable: Members of a community group touring the Denton County, Texas, Jail express their disapproval when they see inmates working on computers or watching television. Remarks focus on the belief that taxpayers shouldn't pay for such amenities, and that criminals should be punished instead of being able to "enjoy" such luxuries of life.

I'm not willing to enter into a philosophical debate about what a criminal does or doesn't deserve. I do, however, possess a clear conviction that jails and prisons are not in the business of punishment. That's the job of the courts; we simply comply with their orders.

I also adhere to a strong belief in what the numbers show me: Inmate programs and education, paid for at inmate expense, result in a reduction in recidivism by providing tools for success on the outside.



By Sheriff Weldon Gene Lucas, Sr., Denton County, Texas, Sheriff's Office

The Money Issue

Popular media continue to bombard taxpayers with horror stories about how criminals utilize the system in successful bids to continue re-offending. These stories usually point out an added insult to injury by saying that since taxpayers foot the bill for the system, they're often paying for abuses.

No doubt this scenario does, indeed, take place. But the problem for jail administrators is to find a way to counter the resulting generalized belief that programs and education (i.e., non-punitive measures) not only do not cost the taxpayers, but can save them money in the long-run.

A primary tool in this effort combines jail tours with effective public information. At the 857-bed Denton County Jail, groups with members who are 11 or older are allowed to schedule tours. During tours, officers have the opportunity to explain that inmate programs and amenities are paid for by profits from commissary sales to inmates.

Regular public information releases during "slow" news times explain the commissary profits-for-education process. And while speaking with the media, representatives of the sheriff's office never miss the opportunity to let taxpayers know they are not paying for perceived luxuries for inmates.

Keep it Practical

In terms of determining what types of programs and education are best for inmates, the key is practicality.

It's no surprise to jail administrators that many of the inmates in their facilities do not have a basic high school education. The core of the education program at the Denton County Jail is GED preparation and testing. Since 1993, 485 inmates have taken the GED test, and 372 have passed for a success rate of 77 percent.

Although it's difficult to make a direct correlation between GED attainment and recidivism, it's the belief of many corrections administrators that this correlation does, indeed, exist. The Texas Department of Criminal Justice makes a conservative estimate of a reduction in recidivism of 20 percent for those inmates who earn their GED certificates. Even such a low percentage has a definite impact on the amount of money taxpayers will have to spend in the future for housing offenders.

The methodology for GED preparation has a definite impact on whether an inmate will succeed in receiving his or her certification. Classroom lectures seem to be the least effective with this population, so instructors at the Denton County Jail rely on computerized training programs that allow an inmate to work at an individual pace, as well as one-on-one tutoring. Pre-testing provides a prediction of success, and a pre-test must be passed before an inmate can take the actual GED exam.

Obviously, the relatively quick turnover rate within a jail, as opposed to a prison, has some impact on whether an inmate will have adequate time to prepare for and take the GED exam, and it's possible that the Denton County Jail's success rate would be higher if instructors had more time to work with inmates. Still, the task-intensive training has proved better than anything attempted in the past.

An indirect benefit of the GED program has been fewer disciplinary problems among those inmates involved. One obvious reason for this is that an inmate cannot participate in programs while under disciplinary sentencing. And, although it would be difficult to prove, I believe inmates who receive help in trying to improve themselves often start to perceive members of the jail staff as partners in the effort, and that this perception leads to increased cooperation.

The other place in which practicality can be applied in terms of inmate

education is with the vocational programs that are offered. In this respect, instructors teach skills that inmates will be able to use once they are released from jail or prison.

These programs include training in upholstery, food canning, and production of stuffed toys. Classes include not only the rudiments of the task involved, but analysis of costs and basic elements of marketing. The inmates, as a group, also learn the finer points of working with others, which can be a major factor in terms of keeping a job after release.

In Texas, with the high influx of immigration from Mexico, language often presents another basic problem for inmates. This is compounded at the Denton County Jail by way of our 200- to 250-bed housing contract with the U.S. Immigration and Naturalization Service.

With a high percentage of inmates who speak Spanish only, it is imperative that we offer courses in English as a Second Language (ESL). Inmates are encouraged, as an adjunct to this training, to write letters in English to English-speaking friends, as well as to utilize their incarceration time to hone their language skills.

The ESL instructor focuses on real situations for this training, setting up mock restaurants, department stores, banks, etc., in an effort to teach words and phrases that most often would be used in those situations.

Include Officers

Language education is extended at the Denton County Jail to English-speaking officers so they can better communicate with inmates who speak Spanish only. To prepare for these lessons, the ESL instructor spent time with officers to learn what phrases and words were used most often in their daily interaction with inmates.

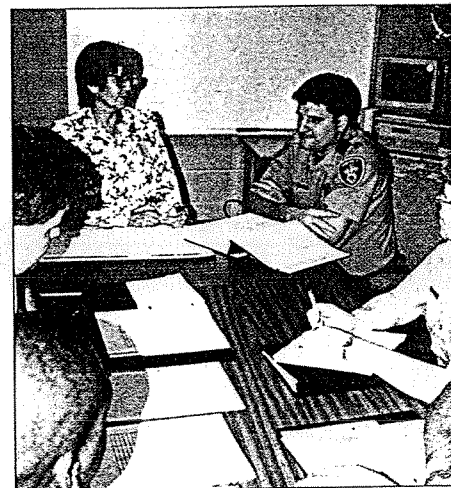
The instructor also extends this education to include cultural nuances. For example, many officers said they had presumed that if an inmate did not maintain eye contact during conversation, that it was a sign of disrespect. These officers now have gained the knowledge that among Hispanic cultures, looking down while speaking with another person usually CAN be interpreted as a sign of respect.

Again, the result of this two-tiered training — for inmates as well as officers — has been an increased level of cooperation.

I must emphasize that I never advocate an easing of boundaries that make it clear where authority lies within the institution. But an increased level of understanding among officers combined with growing knowledge among inmates has proved to make life easier for everyone involved.

About the Author:

Weldon G. Lucas, Sr. was sworn in as Denton County sheriff on January 1, 1993. His background includes 34 years of law enforcement training and experience, including 29 years with the Texas Department of Public Safety, as a Texas Ranger, narcotics investigation supervisor, undercover narcotics investigator, and highway trooper. ☪



Jail officers learn Spanish so they can better communicate with inmates.

Reducing Recidivism THROUGH Education

By Marshall Wells, Education Coordinator, Larimer County, Colorado, Sheriff's Office

SHOULD SHERIFFS PROVIDE EDUCATIONAL PROGRAMMING TO THEIR JAIL INMATES? IS EDUCATION FOR INMATES NECESSARY? Yes! In fact, it should be a requirement considering that research has shown that education has a positive correlation with a lower recidivism rate. Also, it certainly provides a better use of the inmate's time than any of the other alternatives in the typical county jail. Education programs can reduce overcrowding in the common areas during non-lockdown hours and can meet the needs of the typical inmate concerning his or her future productive participation in the community.

The Larimer County Detention Center in Fort Collins, Colorado, is managed as a direct supervision jail, and inmate education programs form a key element in the operation of the facility. Using a mix of civilian staff, contract staff from the local community college, work study students, and volunteers, inmates are provided with a variety of educational programs and are encouraged to participate. Education is certainly not the "cure" for all inmates and it isn't for everyone. However, if just 20 percent are helped by education, whether it is the actual skill or knowledge acquired or an improved self-image, and do not return to our facility, Larimer County saves approximately one million dollars each year in inmate housing costs. This is based on our average inmate population of 262 and a cost of \$62.50 per day for each inmate.

Reducing Recidivism

REDUCING THE NUMBER OF INMATES WHO RETURN TO CUSTODY SEEMS TO BE ONE OF THE BEST WAYS TO PREVENT OVER-CROWDING. This approach fits our society's perception of education, from Thomas Jefferson's belief in an enlightened citizenry, to the current campaigns against drugs, alcohol, and tobacco. By helping inmates to "educate" themselves, we can help them stay out of jail. For example, by providing the opportunity for an inmate to earn his or her GED, we significantly increase his or her employment prospects. Being employed also provides former inmates with some financial security, a sense of self-worth, and keeps them busy and a part of society.

Approximately 60 percent of all inmates are in jail for the first time and are relatively young (18-25 years old). This is the group of people that must be our first priority for education because they have not been in the system for very long. They will also be the most susceptible to the benefits of education. In fact, studies in several states (Alabama, Iowa, Illinois, and Oklahoma) have shown the recidivism rate of inmates who completed or even participated in educational programs to be from 10 to 20 percent. This rate is in comparison to the national recidivism rate of 41 percent. In more general terms, according to a 1995 article in the *Los Angeles Times*, "Although education alone will not prevent an inmate from returning to prison, a growing body of evidence suggests that education is a major contributor to lower recidivism rates."

Creating a Better Atmosphere

WHILE THERE IS CONCERN ABOUT WHAT THE INMATE DOES AFTER HE OR SHE IS RELEASED, WE ARE ALSO INTERESTED IN WHAT HE OR SHE DOES WHILE IN OUR FACILITY. Going to educational classes is a much better way for an inmate to spend his or her time outside the cell. A class will keep inmates out of the common areas as well as helping them to learn and grow. It also helps them to make the best of their situation and to begin to take responsibility for their actions.

In a direct supervision facility, programs do a great deal to reduce over-crowding and stress during the 14 hours of non-lockdown time each day when many inmates could be in the common areas. While this consideration has little to do with recidivism, it has everything to do with the atmosphere within the facility. At Larimer County, we provide educational, library, recreational, and leisure programs with a staff of eight full-time and one part-time individuals. Our educational programs concentrate on basic skills and the GED. This emphasis is dictated by the nature of our inmates as the statistics in the next paragraph will illustrate. Without programs, inmates would spend their waking hours with little constructive activity and no way to "escape"

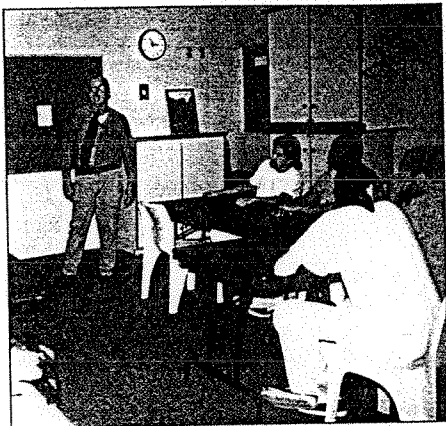
the boredom. This atmosphere almost always leads to more disciplinary problems for the officers and more tension among the inmates.

A lack of constructive activity is particularly troublesome considering the profile of the typical county inmate. In *Bars and Books*, published by Ardvard Publishing, Sull says "They [inmates] are young, probably a substance abuser, have a long history of personal failure both at school and at work, come from financially and nutritionally poor backgrounds, and tend to be self-centered, non-reflective, and intolerant of rigidity or ambiguity." In Colorado, only 60 percent of inmates have a high school diploma or GED. Over 70 percent score below the eighth grade level in at least one of three areas of the Test of Adult Basic Education (TABE). This is a very large pool of inmates who require remediation in order to reach a functioning level in the job market in particular, and society in general. The vast majority of these inmates are going to reenter our local community where they will contribute in either a positive or negative fashion. Given these facts, we should do whatever we can to assist as many as possible to improve their ability to contribute positively. While this assistance can come in many forms, the most basic one is raising the reading, writing, and math levels and providing life skills classes to help them begin to change their way of looking at the world.

As educational coordinator, I view the question of whether to provide educational opportunities for inmates as primarily a practical one, not a question of being humane or of social welfare. We either make an attempt to "turn-around" some of this large pool of inmates or we merely continue to rotate them in and out of our jails and prisons. My 30 years of experience in this and other fields has convinced me that the cost of the latter alternative is a great deal more than the cost of the few salaries required to implement the former. Many of the inmates will respond by learning and growing and will not come back!

About the Author:

Marshall Wells is the education coordinator at the Larimer County Detention Center. He holds an M.S. in education from Northern Illinois University. After retiring from the U.S. Marine Corps in 1989, he has devoted himself to public school education, corrections, and correctional education. ☺



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MEMBER DIVISION OF INPHYNET MEDICAL MANAGEMENT SM

Testimony

to the *Joint Finance Committee of the Wisconsin Legislature*

April 15, 1999

I am here to urge support for increasing public library system aids to the 13% indexing level recommended in Act 150, enacted in 1998. In Wisconsin, local property taxes fund municipal libraries. Increasingly, pressures on the municipal property tax base continue to increase, as, especially in Madison's case, state aids and revenue sharing continue to decrease each year. Even as popular demand for quality library services increases, the city's ability to fund those library services without substantial increases in property taxes is severely compromised.

Library systems were set up to form a partnership with local libraries to improve basic services to all people within that system, and one of the requirements of system membership is that local libraries serve people outside their municipal boundaries. Therefore, the local property tax base supports library staff, facilities and collections not only for local tax payers, but for all others in the system area who choose to use the services of the local library. In Madison's case, the South Central Library System has funded, in whole or in part, a service for delivery of library materials across municipal boundaries, and an automation project that spans seven counties and involves Madison and 35 other municipal libraries. Both of these system services address this regional issue, and it is vital that our library system continues to adequately fund both these services so that local library property tax dollars can be allocated to local collections and local library services. This supporting partnership between state-supported library systems and local governments for delivery of library services to all of our citizens makes sense; this is what was envisioned when library systems were originally created. But the lack of state monetary support for public library systems over the years threatens that partnership, and therefore, threatens the viability of local libraries.

For many of the same reasons listed above, I am also supporting SB 59, a library lending aid bill. The Special Legislative Committee on Public Libraries in 1998 recommended that local libraries receive a monetary incentive to help libraries with the costs they incur as a result of usage from citizens outside their boundaries. This monetary incentive, as proposed, is not a reimbursement for these costs, but is intended as an incentive to maintain an "open door" policy to all library users, regardless of to whom they pay taxes.

Thank you for your consideration.

Barbara Dimick,
Director, Madison Public Library

Literacy IN Jail

I am currently incarcerated in the Ozaukee County Jail. I've been in jail for the last six months; three of these months were in Kenosha Jail doing nothing with my life. Well, one day in Kenosha County Jail I met an inmate who was being housed in the Ozaukee County Jail, and we went on talking about life and goals in life. He said he was going to school to get his (H.S.E.D) High School Equivalency Diploma while in the Ozaukee County Jail.

That made me think about my own life and future. At that time my life was going nowhere but down hill. But now I have a very different out look on life. Before I came to school here, I really didn't know how to read, write and I didn't know anything about mathematics, but I know a lot more since I came to the Ozaukee County Jail.

The Literacy Project here is a very excellent program. I think all jails in Wisconsin should have literacy programs like this one or similar to this one.

Our Class room is not very big, but everything in our school has been donated by some

very nice people from the Ozaukee County area and some surrounding businesses.

It would be nice if every County jail had a little school in it to give the people who want to better themselves and ^{have} a chance in life to a good education and future.

I think everybody in general needs an education in jail or outside of jail.

I've done my own study 95% of the people in my unit didn't graduate from high school and when asked 75% said if they were able to do it again they would complete schooling.

If all jails had an education program like the Ozaukee County Jail Literacy Project, many people would not return to jail because they would have a good high school diploma to obtain a better job or go on to technical school and learn a good skill. - ROBERT

By supporting programming like the Ozaukee County Jail Literacy project, your investment will show greater dividends. As there is a ladder to success, there is also a ladder to failure. If we can keep them off the ladder to failure, we have a better chance of changing their direction."

Here are some quotes from students, and graduate students.

"When I first came to jail, I thought I was a failure. I never went to school because I thought I had better things to do like drugs and crime, well, those drugs and crime led me right here to jail.

While attending school here I've learned about how intelligent I really am. I never really had anything going for me before this program. My graduation is the only success I've ever had.

I'm the only one who holds the plan for my future, and this plan is to succeed and not come back to prison or jail"

-Russell

Tim is our most recent graduate, and he says

"I have just graduated, and for once I have goals set in my life. Here, my friends and I talk about our future and where we are going to continue our school. I don't look at my 15 months for drunk driving with anger now, I look at it as a new door opening in my life that will not allow me to return here. Kenosha County Jail needs to offer an education program like Ozaukee County so others may benefit from it also"

Tim N.

"This program has given me a different outlook on life and changed my attitude towards education"

Ken W.

"I feel this program will be beneficial in changing my thinking, giving me positive things about instead of dwelling on negatives.

It will give me a chance to reawaken my mind. It will also give me something constructive to do with my time instead of just sitting on my bunk or sleeping. I'm grateful to be in this class and have the chance to get my High School diploma"

Karen.

The following are quotations from inmates currently participating in the Program taken in the classroom on Tuesday, March 30, 1999.

I really appreciate the people who fund and work to make this possible. Being able to accomplish one of the goals in my life, I thank you. [Ben]

I really think we need this Program to show us about the difference in our life without education and teach us that with education we have a better future. [Cesareo]

This Program helps people to be better equipped in the working world when they are released. If it wasn't for this Program, I never would have gotten my education to send me on my way to college. [Matthew]

This Program has helped me realize that I can accomplish things other than mischief and also I'm ready to go out and further my education. I am able to do that because of the OCJLP. I believe that it would be a very good thing to let others have the same opportunities as I have. [Jessie]

Education is the basis for any successful future. Being given the chance to learn, is like being given another chance at being successful in life. No matter how young or old we are, we always need to learn. [Ulysses]

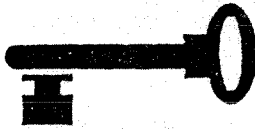
I am a skilled welder by trade; now there are a lot of good welding jobs out there, but a lot of them want you to have a high school diploma, GED or HSED. I think it's very important to have that education anyway. It's a good feeling for everybody to have that accomplishment. [Jeff]

This Program allows people like me to get the education that I don't get on the outside. It also gives an inmate a sense of worth and purpose while incarcerated. [Stacy]

I recommend the HSED Program at all state of Wisconsin county jails. I plan to work with computers upon my release. [John]

This Program gave me a start on my education that I would have never done if I were out of jail I know I can be somebody and continue to be successful, and I feel it would do the same for others in other jails. [Scottie]

It's important to be because when I get out, I will have a better opportunity in life and also I will be able to get into a good college and get a degree someday. Then I'll look back and thank my teachers for making it happen for me. Also, this Program will help others. [Latasha]



Opportunity Is The Key!

OZAUKEE COUNTY JAIL LITERACY PROGRAM, INC.

P. O. Box 391, Grafton, WI 53024

January 20, 1999

Board Members:

Jane Beck
Elizabeth Brelsford
Mary Goeks
Judy Johnson
Pastor Dick Lonnee
Pastor R. E. McClelland
Robin Parsons
Holly Ryan
Pastor Dell Sailer
Harvey Salger
Betty Schmidt
Nina Walker
Martie Watts
Harmony Weissbach

Senator Mary Panzer
544 S Main St
West Bend, WI 53095
Fax 414-335-5353

Dear Senator Panzer:

Referring to our telephone call of yesterday, please expect to receive, shortly, materials regarding the Ozaukee County Jail Literacy Program, Inc. The program's goal is to stop recidivism at the county level by providing HSED (High School Equivalency Diploma) completion for county jail inmates over 18 years old who do not already have a high school diploma. Basic math and reading instruction is also offered, as well as employability skills and career awareness. Critical thinking and decision-making skills are emphasized. This successful program can be replicated throughout the state.

Instructors:

Julie Gensrick
Christine Hanneman

The total annual budget for our own project is \$64,000 this year. Twenty-four percent (24%) of our funds come from the jail commissary (a match to get federal funds through the VTAE). Thirty percent (30%) is from the federal grant, and forty-six percent (46%) from monies raised in the community. Our concern at this point is the continued availability of matching federal funds for jail education. The current emphasis appears to be directed to family literacy. This brings us to our request.

Newspaper headlines indicate that the state government is seeking answers to the problem of an increasing population in jails and prisons. Our program replicated throughout the state would help to check recidivism at the jail level, thus decreasing the potential of adding to the prison population. State support with matching funds at the county level would go far in assuring the continued success of this program, not only in Ozaukee County, but encouraging the same type in other counties.

We are, therefore, requesting your help in securing state funds that the counties could match for their jail education program. These funds can be matched through commissary funds, county budgets, and/or private fund-raising, and could be administered through the state office of Justice Assistance, which already oversees the jails in Wisconsin.

Serving Ozaukee County since 1992 . . .



The Ozaukee County Jail Literacy Program has been in operation since April of 1992. At this time we have graduated ninety-one (91) inmates. We are confident that this unique program is making a significant contribution to stopping recidivism at the jail level, and is contributing to a more productive citizenry.....well worth state interest.

Assemblymen Michael Lehman, Tim Hoven, and Glenn Grothman have supported this concept and program from the beginning. Each of them have been in our classroom, talked with the students, and agree on the benefits this program offers.

Thank you so much for your interest and continued support. We look forward to your response! Should you need further help from us, we are available!

Sincerely,

Nina Walker, Co-Founder OCJLP



Jane Beck, Vice President OCJLP
Judy Johnson, Co-Founder OCJLP

cc: Mickey Lehman
Tim Hoven
Glenn Grothman
Alberta Darling
Maury Straub