

2001 DRAFTING REQUEST

Bill

Received: 10/02/2000

Received By: grantpr

Wanted: As time permits

Identical to LRB:

For: Administration-Budget 6-1103

By/Representing: Milioto

This file may be shown to any legislator: NO

Drafter: grantpr

May Contact:

Alt. Drafters:

Subject: Education - school boards
Higher Education - miscellaneous

Extra Copies: MJL

Pre Topic:

DOA:.....Milioto -

Topic:

Grants for pupil technology support

Instructions:

See Attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/?	grantpr 10/04/2000	gilfokm 10/05/2000		_____			S&L
/1			pgreensl 10/06/2000	_____	lrb_docadmin 10/06/2000		

FE Sent For:

<END>

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1?	grantpr	1-10/5 Kmg	10/5 pg	10/5 pg K			

FE Sent For:

<END>

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
101 East Wilson Street, Madison, Wisconsin

TOMMY G. THOMPSON
GOVERNOR

GEORGE LIGHTBOURN
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Date: October 02, 2000
To: Steve Miller, LRB
From: Steve Milioto, DOAS *RM*
266-1103
Subject: TEACH Statutory Language Requests

Please draft the following statutory language changes for TEACH:

1. **Student Technology Support Initiative** - Initiative would train K-12 students to provide educational technology support services to their school districts. (See attached description) (Drafter's note: I would like this initiative to be for the 01-03 biennium **only**.)
2. **Alternative Technology Pilot Program** - Direct TEACH to study the use of alternative technologies such as wireless communications to provide K-12 instruction. (See attached description) (Drafter's note: The pilot should sunset after the FY02.)

Rationale: The following is based on needs assessment data collected and analyzed by the TEACH Board (spring 1999). The educational technology infrastructure financial assistance program has been underutilized by public libraries because the program does not meet the unique needs of public libraries. Based on statewide survey results, public library boards expressed significant need, however, for financial assistance in the purchase of communications servers, routers, hubs, or switches for direct connection to the Internet, in addition to assistance for electrical and data wiring upgrades. A greater number of Wisconsin residents would have access to improved library services if branch libraries, especially branch libraries governed by county library boards, could receive subsidized Internet access. Finally, shared services agreements between libraries and their local governments would increase the affordability of Internet access for libraries, maximize the utilization of bandwidth, and encourage local governing boards to support Internet access.

Instructions: Make necessary changes to Chapter 44 (see Senate Substitute Amendment 2 to 1999 Senate Bill 60 with libraries only for shared services agreements (do not include schools)).

4. Expand Authority to Pay Telecommunications Providers

Current Law: Under current law, TEACH may make payments on behalf of educational institutions and libraries for telecommunications services only to telecommunications providers under contract with the Department of Administration (DOA).

Change: Permit TEACH to make payments to telecommunications providers under contracts with eligible institutions that have entered into such contracts following a competitive bidding process, in addition to those providers under contract with DOA.

Rationale: This change would allow for greater competition of TEACH-supported services, as well as provide for program flexibility for the educational institutions and libraries that are beneficiaries of TEACH. This change could also potentially provide TEACH cost savings which would enable TEACH to serve greater numbers of institutions.

Instructions: Make necessary changes to Chapter 44.

New Initiatives

Request: Create pilot demonstration project in collaboration with the University of Wisconsin System and Wisconsin Technical College System where K-12 students are trained to provide educational technology support services to their school districts. Anticipated cost is \$500,000 to \$1.0 million from federal E-rate funds.

Rationale: School districts have made significant investments in computer networks and hardware using federal, state, and local funding. By the end of the 1999-2001 biennium, TEACH will have provided \$132 million in block grant funds since the creation of TEACH. Wiring loans in the amount of \$48 million have been approved to upgrade computer network wiring and related electrical wiring. In addition, significant investments in data lines for Internet access and video links for full motion video distance education coursework amount to approximately \$20 million to date. Finally, another \$15 million has gone to professional training for teachers and library staff in educational technology. These efforts will prove fruitless if the technical infrastructure is not maintained properly and on-site technical support is not available to teachers and students.

Of the 367 school districts (86%) that completed the spring 1999 Milken Exchange on Education Technology survey, 45% of the school districts reported technical support to keep equipment operational as one of the top three needs for technical assistance. Other top needs include professional development at 69% and curriculum integration of Wisconsin Information and Technology Literacy Standards into the assessed content area curricula (math, science, social studies, and language arts) at 58%.

School districts, as their higher education counterparts, find it difficult to recruit and retain instructional technology (IT) personnel. Competition with the private sector for IT staff is compounded by the private sector's ability to offer highly competitive salaries and training opportunities. School districts simply cannot compete. National data as well

grants to school districts
w. 275 (1) (m)
SABK ear fy 2004-03

Governor Thompson's Task Force on Technical Education predict an ongoing acute shortage of highly skilled technical workers in Wisconsin and across the nation.

To address these issues, the UW-System instituted student technology services programs at all of its campuses. Under the program, students are trained to deliver IT services to students, faculty, and staff. Dual benefits result: technology support demands are met at the institutional level and a pool of trained, skilled technical workers is being developed for the IT workforce.

Instructions: Make necessary changes to Chapter 44.

Request: Study the use of emerging technology products, services, and applications for distance learning for the K-12 environment. TEACH anticipates conducting approximately six pilots at an estimated total cost of \$500,000 with 50% funding from federal E-rate dollars and the remaining 50% from the TEACH Telecommunications Access Program.

Rationale: Many assumptions exist today about emerging technologies. And although these assumptions are untested, they often have a significant impact on policy or purchasing decisions. For example, some believe interactive IP video is economically deployable on a large-scale basis today with high quality applications for K-12 education. Much more reliable information is needed regarding the future direction and applications of educational technology. The results of the pilot will be documented and used for statewide strategic educational technology planning.

Instructions: Draft non-statutory language.

7. Assistive Technology

Request: Identify assistive technology needs of K-12 students including (but not limited to) access to and availability of assistive technology hardware and software and related staff development needs of educators. Report findings and recommendations to the Governor by January, 2002.

Rationale: Assistive technology is any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Assistive technology can improve the learning capabilities and promote educational gains of students with disabilities through mobility enhancements, accessibility to information, and cognitive function. Currently, TEACH staff does not have the expertise to determine ways in which current TEACH resources could be used effectively to address the needs of students with disabilities and identify what additional resources consistent with the TEACH mission are needed to assist these students. A study group comprised of K-12 and post-secondary special education specialists, representatives from professional organizations (i.e., Wisconsin Assistive Technology Initiative), and others could assist TEACH staff in this effort.

Instructions: Draft necessary non-statutory language.

8. Mobile Technology Centers

Request: Direct the TEACH Board to research the feasibility of "Mobile Technology Centers" to determine: (a) Wisconsin communities lacking public access points (i.e., schools, libraries, community centers) to the Internet and other technology resources; (b) best method(s) of delivering the Internet and other technology resources to these communities; and (c) identification of private funding sources for Mobile Technology Centers. Report findings and recommendations to the Governor by January, 2002.

Rationale: The "digital divide," or the disparities in public access to the Internet and other technology resources, is a well-documented problem. Nationwide, 20% of households that earn less than \$30,000 a year use computers at home, compared to 80% of households which earn \$75,000 or more. Although public access to the Internet in Wisconsin has grown dramatically with 98% of our public libraries and the majority of Wisconsin school districts linked to the Internet, gaps still persist, especially for small communities located in isolated areas of the state. Anecdotal evidence from the 1999 TEACH Training and Technical Assistance Grants projects, especially those with a library patron training focus, have experienced much greater than expected demand for services. This is an indication of the public's desire for Internet access and other technology resources.

Instructions: Draft necessary non-statutory language.

2001

Date (time) needed _____

LRB- 0656, 1

DOA BUDGET DRAFT

PG: King

Use the appropriate components and routines developed for bills.

>>FOR 2001-03 BUDGET — NOT READY FOR INTRODUCTION<<

AN ACT . . . [DO NOT generate catalog]; relating to: the budget.
.....
.....

Analysis by the Legislative Reference Bureau

If titles are needed in the analysis, in the component bar:

For the main heading, execute: create → anal: → title: → head

For the subheading, execute: create → anal: → title: → sub

For the sub-subheading, execute: create → anal: → title: → sub-sub

For the analysis text, in the component bar:

For the text paragraph, execute: create → anal: → text

head EDUCATION

sub OTHER EDUCATIONAL AND CULTURAL AGENCIES

This bill directs the technology for educational achievements^{to} in Wisconsin ~~through~~ board to award grants to school districts in the 2001-03 fiscal ^{to} biennium^{to} to train pupils to provide educational technology support services.

FE-5L

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION #.

2001

Nonstat File Sequence: **AAA**

LRB _____/____

_____:_____:____

NONSTAT SESSLAW

1. In the component bar:

For the action phrase, execute: create → action: → *NS: → nonstat

For the budget action phrase, execute: create → action: → *NS: → 91XX

For a subsection, execute: create → text: → *NS: → sub

For a paragraph, execute: create → text: → *NS: → par

For a subdivision, execute: create → text: → *NS: → subd

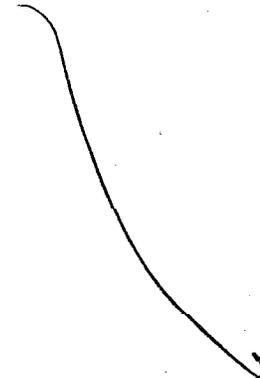
For a subdivision paragraph, execute: create → text: → *NS: → subpar

2. Nonstatutory subunits are numbered automatically. Fill in the SECTION # or subsection # only if a "frozen" number is needed. Below, for the budget, fill in the 9100 department code.

SECTION # 91 4 9 P. Nonstatutory provisions; ...

technology for educational achievement in Wisconsin board.

(#1) ← 2 GRANT FOR PUPIL TECHNOLOGY SUPPORT.



~~delete from summary file~~
~~delete from summary file~~

(NOA) In the 2001-03 fiscal biennium, from

~~from~~ the appropriation under section

20.275(1)(m) of the statute,^s the technology

for educational achievement in Wisconsin board

shall award^d grants to school districts ~~for~~

to train pupils to provide educational

technology support services^s to the school districts

~~in~~ in which they are enrolled. The board may

award no more than \$ ^{in grants} 500,000 in each fiscal

year. The board shall award the grants^s

in consultation with the ^{board of regents of the} ~~University of Wisconsin~~ ^{state} ~~system~~ ^{system}

and the technical college system board.

(End)



State of Wisconsin
2001 - 2002 LEGISLATURE

LRB-0656/1

PG:kmg:pg

DOA:.....Milioto – Grants for pupil technology support

FOR 2001-03 BUDGET — NOT READY FOR INTRODUCTION

1 **AN ACT ...; relating to:** the budget.

Analysis by the Legislative Reference Bureau

EDUCATION

OTHER EDUCATIONAL AND CULTURAL AGENCIES

This bill directs the technology for educational achievements in Wisconsin board to award grants to school districts in the 2001-03 fiscal biennium to train pupils to provide educational technology support services.

For further information see the *state and local* fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

2 **SECTION 9149. Nonstatutory provisions; technology for educational**
3 **achievement in Wisconsin board.**

4 (1) GRANTS FOR PUPIL TECHNOLOGY SUPPORT. In the 2001-03 fiscal biennium,
5 from the appropriation under section 20.275 (1) (m) of the statutes, the technology

1 for educational achievement in Wisconsin board shall award grants to school
2 districts to train pupils to provide educational technology support services to the
3 school districts in which they are enrolled. The board may award no more than
4 \$500,000 in grants in each fiscal year. The board shall award the grants in
5 consultation with the board of regents of the UW System and the state technical
6 college system board.

7

(END)