

Fiscal Estimate — 2001 Session

- Original Updated
 Corrected Supplemental

LRB Number 01-1077/1	Amendment Number if Applicable
Bill Number AB-43	Administrative Rule Number

Subject
 TEACH Existing Contract Grants

Fiscal Effect

State: No State Fiscal Effect

Check columns below only if bill makes a direct appropriation or affects a sum sufficient appropriation.

- Increase Existing Appropriation Increase Existing Revenues
 Decrease Existing Appropriation Decrease Existing Revenues
 Create New Appropriation

- Increase Costs — May be possible to absorb within agency's budget.
 Yes No
 Decrease Costs

Local: No Local Government Costs

1. Increase Costs
 Permissive Mandatory
2. Decrease Costs
 Permissive Mandatory
3. Increase Revenues
 Permissive Mandatory
4. Decrease Revenues
 Permissive Mandatory

5. Types of Local Governmental Units Affected:
 Towns Villages Cities
 Counties Others
 School Districts WTCS Districts

Fund Sources Affected

- GPR FED PRO PRS SEG SEG-S

Affected Chapter 20 Appropriations
 s.20.275(1)(s) and (tm)

Assumptions Used in Arriving at Fiscal Estimate

Beginning in FY03, annual costs are estimated at \$2.1 million SEG. Public school districts and private K-12 schools which had a contract with a telecommunications provider for access to a data line or video link prior to October 14, 1997 are eligible. These institutions are reimbursed for the amount of their annual contracts with telecommunications providers, although the grant award may not exceed the average annual cost of TEACH-installed data lines or video links. Maximum existing contract grant amounts for video links are estimated at \$21,000 and for data lines \$8,100 for FY03.

A total of 98 public school districts and two private K-12 schools may request a grant for reimbursement of their video link contracts. Four public school districts and seven private K-12 schools may request a grant for reimbursement of their data line contract.

Funding for FY02 existing contract grants was included in the TEACH Board's 2001-2003 biennial budget request.

Long-Range Fiscal Implications

Prepared By: Mahrie Peterson	Telephone No. 1-7430	Agency TEACH Wisconsin
Authorized Signature <i>Mahrie Peterson</i>	Telephone No. 1-7430	Date (mm/dd/ccyy) 1/29/01

STATE OF WISCONSIN

TEACH Wisconsin

101 East Wilson Street, Madison, Wisconsin

SCOTT McCALLUM
GOVERNOR

DORIS HANSON
EXECUTIVE DIRECTOR



TEACH Wisconsin
Post Office Box 8761
Madison, WI 53708-8761

Voice (608) 261-7437
Fax (608) 261-7420
TTY (608) 266-1213

Web Site: www.teachwi.state.wi.us

**Testimony before the Joint Committee on Finance
Presented by Ray Allen, Chair
TEACH Wisconsin Board
2001-2003 Biennial Budget
March 19, 2001**

Good morning Chairman Burke, Chairman Gard, and members of the Committee. I am very pleased to be here today, and on behalf of the TEACH Wisconsin Board, I appreciate the opportunity to share with you our appreciation for Governor McCallum's efforts on behalf of TEACH, as well as the Legislature for their continued support of TEACH.

TEACH has two fundamental goals. First, we're building the state's educational technology infrastructure so students have more equal access to educational opportunities through our full motion distance education networks, Internet access, and networked technology tools in their schools and classrooms. And, secondly, and perhaps most importantly, to prepare our students for the 21st Century knowledge-based economy by making sure students are equipped with the information and skills they need to succeed.

I'm proud to report today that Wisconsin's comprehensive support has had a tremendous impact on the state's educational technology infrastructure:

- More than half of the public school districts today belong to a full motion distance education network;
- 20,000 high school students last year had access to Advanced Placement classes, foreign language classes, vocational courses, and enrichment activities thru full motion video;
- 90% of the state's classrooms are wired for high-speed Internet access;
- Student to computer ratio has dropped from 5.4 to 4.2 students per computer; and
- 70% of the public libraries have T-1 data lines for high speed Internet access and shared automation systems.

Wisconsin has made great progress in the last three years, but work remains.

Consistent with the U.S. Department of Education educational technology goals, we must strive for universal high-speed Internet access for students and teachers in their schools and for community members at their public libraries.

Wisconsin has one of the most robust full-motion video infrastructures in the country. Now our challenge will be to build capacity - making sure that students have access to the courses and educational experiences they need for post-secondary education or entrance into the workforce.

Our second goal – preparing students for the knowledge-based, high tech economy of tomorrow – is more challenging. We know from recent research that educational technology integrated with content can have a positive impact on student achievement and performance – especially for skills that are in high demand – creative and critical thinking.

In order to meet this challenge, our students must have well-trained teachers who truly understand the power of educational technology. Teachers who recognize that technology, with its multi-media capabilities, can better meet the individual learning needs of children. Teachers who use technology in engaging ways to help students develop critical thinking and problem-solving skills. High-quality professional development is and continues to be essential if we are to meet this goal.

Recent research indicates that as many as 80% of Wisconsin public school teachers are not proficient users of educational technology – or more than 40,000 teachers. This is consistent with national trends. Therefore, the TEACH Board has approved a very different staff development strategy for our teachers. We are creating model demonstration sites, which merge modeling, one of the most effective staff development methods, with 21st Century technology. Through the use of the full motion video network or Internet-protocol video, teachers who use technology with students to improve learning will open their classrooms to other teachers. National educational technology experts have indicated that the TEACH model classroom has the potential to serve as a national model for staff development efforts throughout the country.

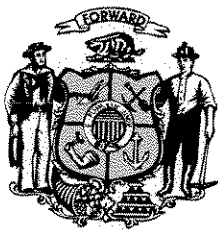
TEACH is also developing with UW-Extension, a portal web site called IDEAS, which brings high-quality curriculum resources that are linked to the Wisconsin Model Academic Standards. The site will be a one-stop shop for electronic resources for teachers to incorporate learning materials organized by subject area, grade level, and standard into their teaching and their students' learning.

Again, on behalf of the TEACH Board, I thank you for your continued support of the Board's efforts. I appreciate the opportunity to appear before you today, and I will be happy to answer any questions that you may have following Executive Director Hanson's statement about the TEACH initiatives that will help TEACH meet the challenges of the next biennium and improve our service to Wisconsin's schools and libraries.

STATE OF WISCONSIN
TEACH Wisconsin
101 East Wilson Street, Madison, Wisconsin

SCOTT McCALLUM
GOVERNOR

DORIS HANSON
EXECUTIVE DIRECTOR



TEACH Wisconsin
Post Office Box 8761
Madison, WI 53708-8761

Voice (608) 261-7437
Fax (608) 261-7420
TTY (608) 266-1213

Web Site: www.teachwi.state.wi.us

**Testimony Before the Joint Committee on Finance
Presented by Doris J. Hanson, Executive Director
2001-03 Biennial Budget
March 19, 2001**

Thank you Chairman Burke, Chairman Gard, and members of the Committee. I appreciate this opportunity to share with you Governor McCallum's solutions to the challenges TEACH will face during the next biennium.

Chairman Allen talked about TEACH's accomplishments and it's truly amazing all that the state has accomplished in three years. There's still work left to do, however. The TEACH Board and I believe the Governor's recommendations will assist us in preparing for the future in this world where educational technology is evolving so quickly.

The six pilots in emerging technologies cited in this budget will assist TEACH in making strategic decisions about the future of educational technologies. Public school district T-1 data lines are beginning to reach capacity. As schools start to implement Internet protocol video and other web-based learning applications, the T-1s will not be able to meet the demand for bandwidth.

And, even though we have reached more than half the public schools in Wisconsin through the full motion video network – there are many other public schools and private schools that simply cannot afford to join a network. Nor can they afford the special classroom equipment or staff. Small, rural districts might not have enough students to enroll in distance ed courses to justify the costs involved. Web-based or other solutions appear to be much better options for these schools.

Many assumptions exist today about emerging technologies such as Internet-protocol video, satellite and wireless solutions. Millions of future dollars are at stake. Making decisions to move forward in any technological arena without testing assumptions and the technology itself could be a mistake.

The goal of these pilots would be to implement solutions that can be deployed economically statewide and will allow all Wisconsin educational institutions to collaborate on common system platforms.

The TEACH student technology services initiative, in cooperation with UW-System and the technical colleges, is an effort to help schools address their technology support needs. School districts have made significant investments in computer networks and hardware using federal, state, and local funding. Given these investments, the technical infrastructure must be maintained and on-site technical support must be available to teachers and students. School districts consistently tell us that technical support is one of their top needs, but they cannot compete with the private sector to recruit and retain technology personnel.

The student technology support initiative will train high school students to provide technical support in their school districts. We believe it will create a win-win situation. Students will receive technical and customer service training in a high-demand field. They will receive industry certification, which is important for those students moving directly into the job market after high school. College-bound students will receive credits that will transfer to post-secondary schools. School districts will get much needed help to meet their technical support needs.

Public libraries also benefit from several TEACH programs: the training grant, telecommunications access, and wiring loans. Public libraries play a significant role in closing the gap of the digital divide or the inequities that continue between the have and have not's access to personal computers and the Internet.

Only nine public libraries have applied for a TEACH wiring loan. Originally it was assumed that the needs of the public libraries would be essentially the same as those of schools. We've discovered that in fact their needs are much different.

Because libraries do not need the magnitude of data and electrical wiring that school districts do. Library buildings are often much smaller than school buildings, and simply do not require extensive wiring. Instead, libraries need help with the costs of servers, routers, switches, and hubs for direct connection to the Internet. The Governor's recommendation would allow libraries to receive financial assistance from the wiring loan program for these purposes.

Under the telecommunications access program, branch libraries would be eligible for access services - typically T-1 data lines. This is especially important for library branches that are governed by county library boards, but in reality, are much more like municipal libraries. For example, under current law, Marathon County Public Library can only get one T-1 data line. The seven branch locations throughout the county are shut out from the program. We assume that about half of the 69 branch libraries will apply for a data line.

Shared services agreements are intended to help small, rural libraries and it would also help the small municipalities that govern the libraries. Through the sharing of resources, governing boards would more likely see the value of the data lines and would be more likely to approve a data line for their local library.

These three provisions, I believe, will help us in our efforts to bring fair, equitable access to the Internet and other information resources to Wisconsin's citizens.

Finally, the block grant reporting requirement will give TEACH valuable information on how school districts are spending block grant dollars. School districts tell us that the block grant has been essential in helping them keep up with the changes in technology - especially for upgrading networks and buying computer workstations. We don't know, however, specifically what types of networks and workstations schools are migrating toward. With better information, TEACH could do a much better job of planning and coordinating educational technology resources statewide.

Again, thank you for your ongoing support and commitment to TEACH. I would be happy to answer any questions members of the committee may have.

EXISTING CONTRACT GRANTS
Estimates for AB43

Count	Institution	Network	Annual Contract Rate	Maximum Grant Amount	Grant Award
1	CAMBRIA-FRIESLAND	DATA LINE	4,180.00	8,100.00	4,180.00
2	HARTFORD JNT #1	DATA LINE	8,964.00	8,100.00	8,100.00
3	HARTFORD UNION HS	DATA LINE	7,560.00	8,100.00	7,560.00
4	WESTBEND	DATA LINE	3,000.00	8,100.00	3,000.00
1	BONDUEL	ERVING	36,494.28	21,000.00	21,000.00
2	BOWLER	ERVING	36,494.28	21,000.00	21,000.00
3	CLINTONVILLE	ERVING	36,494.28	21,000.00	21,000.00
4	MARION	ERVING	36,494.28	21,000.00	21,000.00
5	MENOMONEE	ERVING	36,494.28	21,000.00	21,000.00
6	ROSHOLT	ERVING	29,499.96	21,000.00	21,000.00
7	TIGERTON	ERVING	36,494.28	21,000.00	21,000.00
8	WITTENBERG	ERVING	36,494.28	21,000.00	21,000.00
9	BIRCHWOOD	IDEAL	26,441.00	21,000.00	21,000.00
10	CUMBERLAND	IDEAL	26,441.00	21,000.00	21,000.00
11	FREDERIC	IDEAL	26,441.00	21,000.00	21,000.00
12	GRANTSBURG	IDEAL	26,441.00	21,000.00	21,000.00
13	LUCK	IDEAL	26,441.00	21,000.00	21,000.00
14	PRAIRIE FARM	IDEAL	26,441.00	21,000.00	21,000.00
15	SHELL LAKE	IDEAL	26,441.00	21,000.00	21,000.00
16	SIREN	IDEAL	26,441.00	21,000.00	21,000.00
17	SPOONER	IDEAL	26,441.00	21,000.00	21,000.00
18	TURTLE LAKE	IDEAL	26,441.00	21,000.00	21,000.00
19	WEBSTER	IDEAL	26,441.00	21,000.00	21,000.00
20	CAMBRIDGE	JEDI	35,618.00	21,000.00	21,000.00
21	DEERFIELD	JEDI	35,618.00	21,000.00	21,000.00
22	FORT ATKINSON	JEDI	35,618.00	21,000.00	21,000.00
23	JEFFERSON	JEDI	35,618.00	21,000.00	21,000.00
24	JOHNSON CREEK	JEDI	35,618.00	21,000.00	21,000.00
25	LAKE MILLS	JEDI	35,618.00	21,000.00	21,000.00
26	PALMYRA-EAGLE	JEDI	35,618.00	21,000.00	21,000.00
27	SUN PRAIRIE	JEDI	35,618.00	21,000.00	21,000.00
28	WHITewater	JEDI	35,618.00	21,000.00	21,000.00
29	APPLETON DST	KSCADE	23,508.72	21,000.00	21,000.00
30	BRILLION	KSCADE	23,508.72	21,000.00	21,000.00
31	CHILTON	KSCADE	23,508.72	21,000.00	21,000.00
32	FREEDOM	KSCADE	23,508.72	21,000.00	21,000.00
33	HORTONVILLE	KSCADE	23,508.72	21,000.00	21,000.00
34	IOLA-SCANDINAVIA	KSCADE	23,508.72	21,000.00	21,000.00
35	KAUKAUNA	KSCADE	23,508.72	21,000.00	21,000.00
36	KIEL	KSCADE	23,508.72	21,000.00	21,000.00
37	KIMBERLY	KSCADE	23,508.72	21,000.00	21,000.00
38	LITTLE CHUTE	KSCADE	23,508.72	21,000.00	21,000.00
39	MANAWA	KSCADE	23,508.72	21,000.00	21,000.00
40	MENASHA	KSCADE	23,508.72	21,000.00	21,000.00
41	NEENAH	KSCADE	23,508.72	21,000.00	21,000.00
42	NEW LONDON	KSCADE	23,508.72	21,000.00	21,000.00
43	OMRO	KSCADE	23,508.72	21,000.00	21,000.00

EXISTING CONTRACT GRANTS
Estimates for AB43

44	ISHKOSH DST	KSCADE	23,508.72	21,000.00	21,000.00
45	SEYMOUR	KSCADE	23,508.72	21,000.00	21,000.00
46	SHIOCTON	KSCADE	23,508.72	21,000.00	21,000.00
47	STOCKBRIDGE	KSCADE	23,508.72	21,000.00	21,000.00
48	WAUPACA	KSCADE	23,508.72	21,000.00	21,000.00
49	WAUTOMA	KSCADE	23,508.72	21,000.00	21,000.00
50	WEYAUWEGA	KSCADE	23,508.72	21,000.00	21,000.00
51	WINNECONNE	KSCADE	23,508.72	21,000.00	21,000.00
52	WRIGHTSTOWN	KSCADE	23,508.72	21,000.00	21,000.00
53	BEECHER-DUNBAR-PMB	NIDEN	19,858.91	21,000.00	19,858.91
54	CRANDON	NIDEN	19,858.91	21,000.00	19,858.91
55	ELCHO	NIDEN	19,858.91	21,000.00	19,858.91
56	GOODMAN-ARMSTRONG	NIDEN	19,858.91	21,000.00	19,858.91
57	LAONA	NIDEN	19,858.91	21,000.00	19,858.91
58	NIAGARA	NIDEN	19,858.91	21,000.00	19,858.91
59	HELPS	NIDEN	19,858.91	21,000.00	19,858.91
60	TOMAHAWK SHL DIST	NIDEN	22,571.40	21,000.00	21,000.00
61	WABENO	NIDEN	19,858.91	21,000.00	19,858.91
62	ARCADIA	PROJECT - CIRCUIT	10,000.00	21,000.00	10,000.00
63	ELEVA STRUM CENT	PROJECT CIRCUIT	10,000.00	21,000.00	10,000.00
64	INDEPENDENCE	PROJECT CIRCUIT	10,000.00	21,000.00	10,000.00
65	ALMA CENTER	PROJECT-CIRCUIT	10,000.00	21,000.00	10,000.00
66	BLAIR-TAYLOR	PROJECT-CIRCUIT	10,000.00	21,000.00	10,000.00
67	OSSEO-FAIRCHILD	PROJECT-CIRCUIT	10,000.00	21,000.00	10,000.00
68	WHITEHALL	PROJECT-CIRCUIT	10,000.00	21,000.00	10,000.00
69	ADAMS-FRIENDSHIP	SCING	36,501.00	21,000.00	21,000.00
70	BARNEVELD	SCING	40,154.00	21,000.00	21,000.00
71	BLACK RIVER FALLS	SCING	42,102.00	21,000.00	21,000.00
72	ELROY-KENDALL-WLTN	SCING	41,398.00	21,000.00	21,000.00
73	MAUSTON	SCING	32,606.00	21,000.00	21,000.00
74	NECEDAH	SCING	42,331.00	21,000.00	21,000.00
75	NEW LISBON	SCING	44,003.00	21,000.00	21,000.00
76	PARDEEVILLE	SCING	32,440.00	21,000.00	21,000.00
77	PORTAGE	SCING	36,176.00	21,000.00	21,000.00
78	RANDOLPH	SCING	36,742.00	21,000.00	21,000.00
79	RIVER VALLEY	SCING	35,316.00	21,000.00	21,000.00
80	CUBA CITY	SRTNC	19,059.47	21,000.00	19,059.47
81	DARLINGTON	SRTNC	19,059.47	21,000.00	19,059.47
82	IOWA-GRANT	SRTNC	19,059.47	21,000.00	19,059.47
83	MINERAL POINT	SRTNC	19,059.47	21,000.00	19,059.47
84	PLATTEVILLE	SRTNC	19,059.47	21,000.00	19,059.47
85	RIVERDALE	SRTNC	19,059.47	21,000.00	19,059.47
86	SCHULLSBURG	SRTNC	19,059.47	21,000.00	19,059.47
87	SOUTHWESTERN COMM	SRTNC	19,059.47	21,000.00	19,059.47
88	BALDWIN-WOODVIEW	WESTWING	29,635.68	21,000.00	21,000.00
89	BARRON	WESTWING	29,635.68	21,000.00	21,000.00
90	BOYCEVILLE	WESTWING	29,635.68	21,000.00	21,000.00
91	CAMERON	WESTWING	29,635.68	21,000.00	21,000.00
92	CLEAR LAKE	WESTWING	29,635.68	21,000.00	21,000.00

EXISTING CONTRACT GRANTS
Estimates for AB43

93	OSCEOLA	WESTWING	29,635.68	21,000.00	21,000.00
94	PLUM CITY	WESTWING	29,635.68	21,000.00	21,000.00
95	SOMERSET	WESTWING	29,635.68	21,000.00	21,000.00
96	SPRING VALLEY	WESTWING	29,635.68	21,000.00	21,000.00
97	ST. CROIX FALLS	WESTWING	29,635.68	21,000.00	21,000.00
98	UNITY	WESTWING	29,635.68	21,000.00	21,000.00
		Total Public Schools			1,979,187.04
1	DIVINE SAVIOR	DATA LINE	4,436.16	8,100.00	4,436.16
2	EDGEWOOD HS	DATA LINE	4,146.00	8,100.00	4,146.00
3	HARAMBEE COMM	DATA LINE	3,084.00	8,100.00	3,084.00
4	LUTHER PREP	DATA LINE	10,501.00	8,100.00	8,100.00
5	MKE JEWISH DAY	DATA LINE	3,240.00	8,100.00	3,240.00
6	SAINT EUGENE	DATA LINE	3,888.00	8,100.00	3,888.00
7	SAINT FRANCIS	DATA LINE	3,876.00	8,100.00	3,876.00
1	XAVIER	KSCADE	23,508.72	21,000.00	21,000.00
2	LOURDES	KSCADE	23,508.72	21,000.00	21,000.00
		Total Private K-12			72,770.16
		TOTAL ECG			2,051,957.20

SCING

South Central Instructional Network Group

Maureen Egan, SCING Director, CESA5, 626 East Slifer Street, Portage, WI 53901
Phone: (608) 742-8814 ext. 274 Fax: (608) 742-2384 E-mail: eganm@cesa5.k12.wi.us

TO: Senator Robert Jauch, Co-Chair
Representative Mark Pettis, Co-Chair
Joint Committee on Information Policy and Technology

FROM: Maureen Egan, Director
South Central Instructional Network Group (SCING)

DATE: March 30, 2001

SUBJECT: Written Testimony relating to the Educational Telecommunications Access Program

Thank you Senator Jauch, Representative Pettis, and members of the committee for reviewing my testimony in support of the Educational Telecommunications Access Program.

SCING is a full motion, distance education network currently consisting of 20 members at 25 sites in central Wisconsin. SCING, often referred to as a legacy network, began in 1993 with four sites. Before the TEACH Wisconsin initiative, SCING schools took the risks—technologically and financially (\$23,000 per site, per year)—for distance education because it was “good for kids.” TEACH has recognized the significant contribution made by the pioneering networks by providing video link subsidies in the form of the TEACH Existing Contract Grants. The SCING network, conversely, acknowledges the benefits received from the TEACH Existing Contract Grants—a grant program that is due to sunset on June 30, 2002. Full motion video distance education networks are a valuable asset to Wisconsin educational systems. It is for this reason that I appeal to you to continue this financial support to be coterminous with the TEACH Wisconsin initiative.

◆One of the primary goals of SCING has been to expand and enrich the school curriculum. During the 2000-2001 academic year, over 80 courses were presented over SCING. These courses included Advanced Placement courses, French I & II, and dual credit technical college courses. As the number and variety of courses offered over the network continues to grow, so do enrollments. This year enrollments exceeded 800 students.

◆ In addition to regularly scheduled courses delivered over the network, content experts are now available for our students via virtual field trips and ISDN gateways—gateways that are available due to the expanded infrastructure that TEACH dollars have provided. Virtual field trips are an innovative and cost-effective way to engage students, K-12, in creative learning experiences that encourage critical thinking and inquiry. Imagine being able to take students to the *Cincinnati Zoo* where students can observe bugs, bats, and snakes as they discuss the important roles each of these creatures play in a customized program called *Nobody Likes Me*. Imagine the impact of a visit to the *Museum of Tolerance* in Los Angeles where students visit with a survivor of the Holocaust. Now, imagine yourself a teacher and providing these experiences to your students — real time — without ever leaving your school!

◆ Staff development training opportunities, Wisconsin School Board Association meetings, South Central Library System trainings and informational meetings, satellite downlinks on a variety of educational topics, author visits, and agency/project meetings are all scheduled over the network—saving travel time, overnight accommodations, and time away from the office.

◆ I ask you to consider the intangible benefits of distance education, the things that are a pleasant surprise. On more than one occasion, instructors have shared stories about kids that don't do well in the traditional classroom but, for whatever reason, blossom in a distance learning classroom. It's hard to say why—maybe the instructor is just that extraordinary, maybe the student was able to make a unique connection outside his/her own community, maybe the student is the “ham” that responds well to the cameras, or maybe some combination of all of the above. The really important thing is that we have this wonderful tool—InteractiveTV—that can engage students and, ultimately, result in their learning.

One final word about unexpected benefits—when teachers realize that the use of the ITV network is only limited by their imagination. Two elementary teachers illustrated this. Fourth grade classes from different school districts had participated in a yearlong pen pal activity. At the end of the year students from both schools wanted to meet their pen pals in person, but their schools found it impossible to arrange a field trip. So, instead, the two classes met each other over the network and were able to place a face with a name after all. Again, using the technology to make important connections.

Thank you for your consideration. Thank you to TEACH for making educational technology a priority for Wisconsin's schools.



ESA #12 • COOPERATIVE EDUCATIONAL SERVICE AGENCY #12 • 618 Beaser Avenue • Ashland, WI 54806

Phone: (715) 682-2363 • Fax: (715) 682-7244 • Web Site: <http://www.cesa12.k12.wi.us>

March 30, 2001

Scnator Robert Jauch, Chair
Joint Committee on Information Policy & Technology Committee
313-S Wisconsin State Capitol
Madison, WI 53702

*Mention present program
& failure of budget to
equal that.*

Dear Bob,

I wanted to come down to testify at your Joint Committee on Information Policy & Technology Committee next week, however, I am a guest speaker on that day at a DPI workshop in Cable. I understand that your Committee will be reviewing the TEACH budget proposal and I wanted to drop you a line about that particular program. As you might remember, I had some concerns about part of the TEACH program several years ago. Since I have not talked with you about that program for some time, I thought I would put some comments in writing and I will follow-up this letter with a call to you sometime soon.

Bob, I have become a strong supporter of all parts of the TEACH program. I believe they are working very hard to respond to the technology needs of our schools and I strongly recommend that the Committee respond favorably to the budget recommendations for this program.



Since the creation of TEACH, the school districts in CESA 12 have received more than \$5 million in grants and other TEACH subsidies. The districts have received block grants to purchase educational technology-related items such as new computers, network switches and other related hardware and software. Existing contract grants help pay for the NWECS distance education network, and subsidies for new video links and data lines bring distance education to districts which had either no or severely limited telecommunication access services prior to TEACH. Several of our schools received TEACH wiring loans to upgrade data and electrical wiring. CESA 12 manages two TEACH training grant programs for teachers and library staff in the CESA 12 and Northern Waters Library System territories to boost their technology skills. I would add that the TEACH staff have been very helpful to our agency staff in administering these grants.

- Ashland
- Bayfield
- Butternut
- Drummond

Recently TEACH staff worked closely with me to implement a solution to upgrade ALL of the NWECS sites to the standard version of the BadgerNet video network. This will greatly enhance the instructional quality. TEACH staff has also made arrangements to convert the NWECS contract to TEACH subsidized video links when the NWECS contract expires. I cannot express to you how grateful I am with their help on this particular project.

- Glidden
- Hayward
- Hurley
- Maple

Bob, the crew at TEACH are doing an excellent job and this program is crucial to the schools and libraries throughout the CESA 12 area. Please give the program your complete support!

- Mellen
- Mercer

Sincerely,

Fred Schlichting
Fred Schlichting, Administrator

- Northwood
- Park Falls
- Phillips
- Salon Springs
- South Shore
- Superior
- Washburn
- Winter

Joan Wade



STATE REPRESENTATIVE • 42ND DISTRICT

*Letter rec. budget
over budget - Alan*

Representative Joan Wade's Testimony on Assembly Bill 43 Tuesday, April 3, 2001

Good Afternoon Chairpersons Jauch and Pettis and Members of the Committee! I so much appreciate you taking up this bill today.

This bill is very important to me because Distance Learning was my life before becoming elected to the State Assembly. There are several school districts and CESA's that were pioneers in the Distance Education field before the state became involved; this bill affects them. I was the director for one of those networks that was operated out of CESA 5. It was my honor to have testified in front of this Committee and Joint Finance in support of TEACH.

When we first started our distance learning network we had 3 school districts and the local CESA office buy into the concept. The schools—even though they were working under very tight budgets—were willing to pay \$1950 per month for the connection to each other. They saw the value in sharing courses between schools. That network now serves over 20 school sites and connects K - 12 to the technical colleges and to other networks.

These pioneering schools should be able to keep their costs down to \$250 per month just like the new schools getting involved in distance education.

The schools that had the vision for distance education and what it can do for them should not be penalized. They should have access to the TEACH funds just as long as the new schools do. This bill is critical for the pioneering schools to continue meeting their distance learning cost during a time of very tight budgets.

As I look around the room this afternoon, I see a lot of Distance Learning colleagues including network directors, CESA directors, and university personnel that can share with you their stories of why this bill is important to them.

Cc: Joint Committee on Information Policy and Technology Members:
Representatives Pettis, *cochairperson*, Hoven, Montgomery, Schneider, Kreuser
Senators *Jauch, cochairperson*, Erpenbach, Shibilski, Lazich, Harsdorf

EXISTING CONTRACT GRANTS
Estimates for AB43

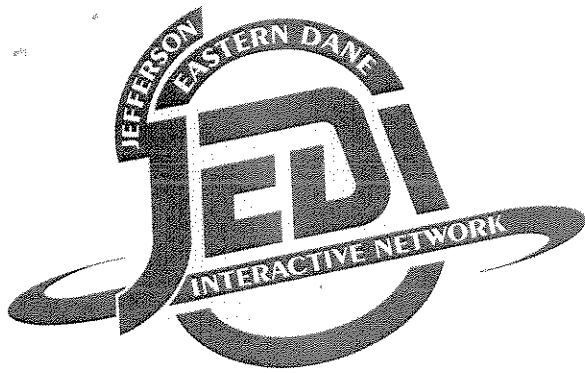
Count	Institution	Network	Annual Contract Rate	Maximum Grant Amount	Grant Award
1	CAMBRIA-FRIESLAND	DATA LINE	4,180.00	8,100.00	4,180.00
2	HARTFORD JNT #1	DATA LINE	8,984.00	8,100.00	8,100.00
3	HARTFORD UNION HS	DATA LINE	7,560.00	8,100.00	7,560.00
4	WESTBEND	DATA LINE	3,000.00	8,100.00	3,000.00
1	BONDUEL	ERVING	36,494.28	21,000.00	21,000.00
2	BOWLER	ERVING	36,494.28	21,000.00	21,000.00
3	CLINTONVILLE	ERVING	36,494.28	21,000.00	21,000.00
4	MARION	ERVING	36,494.28	21,000.00	21,000.00
5	MENOMONEE	ERVING	36,494.28	21,000.00	21,000.00
6	FOSHOLT	ERVING	29,499.96	21,000.00	21,000.00
7	TIGERTON	ERVING	36,494.28	21,000.00	21,000.00
8	WITTENBERG	ERVING	36,494.28	21,000.00	21,000.00
9	BIRCHWOOD	IDEAL	26,441.00	21,000.00	21,000.00
10	CUMBERLAND	IDEAL	26,441.00	21,000.00	21,000.00
11	FREDERIC	IDEAL	26,441.00	21,000.00	21,000.00
12	GRANTSBURG	IDEAL	26,441.00	21,000.00	21,000.00
13	LUCK	IDEAL	26,441.00	21,000.00	21,000.00
14	PRAIRIE FARM	IDEAL	26,441.00	21,000.00	21,000.00
15	SHELL LAKE	IDEAL	26,441.00	21,000.00	21,000.00
16	SIREN	IDEAL	26,441.00	21,000.00	21,000.00
17	SPOONER	IDEAL	26,441.00	21,000.00	21,000.00
18	TURTLE LAKE	IDEAL	26,441.00	21,000.00	21,000.00
19	WEBSTER	IDEAL	26,441.00	21,000.00	21,000.00
20	CAMBRIDGE	JEDI	35,618.00	21,000.00	21,000.00
21	DEERFIELD	JEDI	35,618.00	21,000.00	21,000.00
22	FORT ATKINSON	JEDI	35,618.00	21,000.00	21,000.00
23	JEFFERSON	JEDI	35,618.00	21,000.00	21,000.00
24	JOHNSON CREEK	JEDI	35,618.00	21,000.00	21,000.00
25	LAKE MILLS	JEDI	35,618.00	21,000.00	21,000.00
26	PALMYRA-EAGLE	JEDI	35,618.00	21,000.00	21,000.00
27	SUN PRAIRIE	JEDI	35,618.00	21,000.00	21,000.00
28	WHITEWATER	JEDI	35,618.00	21,000.00	21,000.00
29	APPLETON DST	KSCADE	23,508.72	21,000.00	21,000.00
30	BRILLION	KSCADE	23,508.72	21,000.00	21,000.00
31	CHILTON	KSCADE	23,508.72	21,000.00	21,000.00
32	FREEDOM	KSCADE	23,508.72	21,000.00	21,000.00
33	HORTONVILLE	KSCADE	23,508.72	21,000.00	21,000.00
34	IOLA-SCANDINAVIA	KSCADE	23,508.72	21,000.00	21,000.00
35	KAUKAUNA	KSCADE	23,508.72	21,000.00	21,000.00
36	KIEL	KSCADE	23,508.72	21,000.00	21,000.00
37	KIMBERLY	KSCADE	23,508.72	21,000.00	21,000.00
38	LITTLE CHUTE	KSCADE	23,508.72	21,000.00	21,000.00
39	MANAWA	KSCADE	23,508.72	21,000.00	21,000.00
40	MENASHA	KSCADE	23,508.72	21,000.00	21,000.00
41	NEENAH	KSCADE	23,508.72	21,000.00	21,000.00
42	NEW LONDON	KSCADE	23,508.72	21,000.00	21,000.00
43	OMRO	KSCADE	23,508.72	21,000.00	21,000.00

EXISTING CONTRACT GRANTS
Estimates for AB43

44	OSHKOSH DST	KSCADE	23,508.72	21,000.00	21,000.00
45	SEYMOUR	KSCADE	23,508.72	21,000.00	21,000.00
46	SHOCTON	KSCADE	23,508.72	21,000.00	21,000.00
47	STOCKBRIDGE	KSCADE	23,508.72	21,000.00	21,000.00
48	WAUPACA	KSCADE	23,508.72	21,000.00	21,000.00
49	WAUTOMA	KSCADE	23,508.72	21,000.00	21,000.00
50	WEYAUWEGA	KSCADE	23,508.72	21,000.00	21,000.00
51	WINNECONNE	KSCADE	23,508.72	21,000.00	21,000.00
52	WRIGHTSTOWN	KSCADE	23,508.72	21,000.00	21,000.00
53	BEECHER-DUNBAR-PMB	NDEN	19,858.91	21,000.00	19,858.91
54	CRANDON	NDEN	19,858.91	21,000.00	19,858.91
55	ELCHO	NDEN	19,858.91	21,000.00	19,858.91
56	GOODMAN-ARMSTRONG	NDEN	19,858.91	21,000.00	19,858.91
57	LAONA	NDEN	19,858.91	21,000.00	19,858.91
58	NIAGARA	NDEN	19,858.91	21,000.00	19,858.91
59	PHELPS	NDEN	19,858.91	21,000.00	19,858.91
60	TOMAHAWK SHL DIST	NDEN	22,571.40	21,000.00	21,000.00
61	WABENO	NDEN	19,858.91	21,000.00	19,858.91
62	ARCADIA	PROJECT - CIRCUIT	10,000.00	21,000.00	10,000.00
63	ELEVA STRUM CENT	PROJECT CIRCUIT	10,000.00	21,000.00	10,000.00
64	INDEPENDENCE	PROJECT CIRCUIT	10,000.00	21,000.00	10,000.00
65	ALMA CENTER	PROJECT-CIRCUIT	10,000.00	21,000.00	10,000.00
66	BLAIR-TAYLOR	PROJECT-CIRCUIT	10,000.00	21,000.00	10,000.00
67	OSSEO-FAIRCHILD	PROJECT-CIRCUIT	10,000.00	21,000.00	10,000.00
68	WHITEHALL	PROJECT-CIRCUIT	10,000.00	21,000.00	10,000.00
69	ADAMS-FRIENDSHIP	SCING	36,501.00	21,000.00	21,000.00
70	BARNEVELD	SCING	40,154.00	21,000.00	21,000.00
71	BLACK RIVER FALLS	SCING	42,102.00	21,000.00	21,000.00
72	ELROY-KENDALL-WLTN	SCING	41,338.00	21,000.00	21,000.00
73	MAUSTON	SCING	32,606.00	21,000.00	21,000.00
74	NECEDAH	SCING	42,331.00	21,000.00	21,000.00
75	NEW LISBON	SCING	44,003.00	21,000.00	21,000.00
76	PARDEEVILLE	SCING	32,440.00	21,000.00	21,000.00
77	PORTAGE	SCING	36,176.00	21,000.00	21,000.00
78	RANDOLPH	SCING	36,742.00	21,000.00	21,000.00
79	RIVER VALLEY	SCING	35,316.00	21,000.00	21,000.00
80	CUBA CITY	SRTNC	19,059.47	21,000.00	19,059.47
81	DARLINGTON	SRTNC	19,059.47	21,000.00	19,059.47
82	IOWA-GRANT	SRTNC	19,059.47	21,000.00	19,059.47
83	MINERAL POINT	SRTNC	19,059.47	21,000.00	19,059.47
84	PLATTEVILLE	SRTNC	19,059.47	21,000.00	19,059.47
85	RIVERDALE	SRTNC	19,059.47	21,000.00	19,059.47
86	SCHULLSBURG	SRTNC	19,059.47	21,000.00	19,059.47
87	SOUTHWESTERN COMM	SRTNC	19,059.47	21,000.00	19,059.47
88	BALDWIN-WOODVIEW	WESTWING	29,635.68	21,000.00	21,000.00
89	BARRON	WESTWING	29,635.68	21,000.00	21,000.00
90	BOYCEVILLE	WESTWING	29,635.68	21,000.00	21,000.00
91	CAMERON	WESTWING	29,635.68	21,000.00	21,000.00
92	CLEAR LAKE	WESTWING	29,635.68	21,000.00	21,000.00

EXISTING CONTRACT GRANTS
Estimates for AB43

93 OSCEOLA	WESTWING	29,635.68	21,000.00	21,000.00
94 PLUM CITY	WESTWING	29,635.68	21,000.00	21,000.00
95 SOMERSET	WESTWING	29,635.68	21,000.00	21,000.00
96 SPRING VALLEY	WESTWING	29,635.68	21,000.00	21,000.00
97 ST. CROIX FALLS	WESTWING	29,635.68	21,000.00	21,000.00
98 UNITY	WESTWING	29,635.68	21,000.00	21,000.00
	Total Public Schools			1,979,187.04
1 DIVINE SAVIOR	DATA LINE	4,436.16	8,100.00	4,436.16
2 EDGEWOOD HS	DATA LINE	4,146.00	8,100.00	4,146.00
3 HARAMBEE COMM	DATA LINE	3,084.00	8,100.00	3,084.00
4 LUTHER PREP	DATA LINE	10,501.00	8,100.00	8,100.00
5 MKE JEWISH DAY	DATA LINE	3,240.00	8,100.00	3,240.00
6 SAINT EUGENE	DATA LINE	3,888.00	8,100.00	3,888.00
7 SAINT FRANCIS	DATA LINE	3,876.00	8,100.00	3,876.00
1 XAVIER	KSCADE	23,508.72	21,000.00	21,000.00
2 LOURDES	KSCADE	23,508.72	21,000.00	21,000.00
	Total Private K-12			72,770.16
	TOTAL ECG			2,051,957.20



The Jefferson - Eastern Dane Interactive
Distance Education Network

925 Lexington Blvd.
Fort Atkinson, Wisconsin 53538

Phone: 920.563.8306 Fax: 920.563.3627

Bringing a world of learning to the classroom.

***STATEMENT TO THE COMMITTEE ON INFORMATION,
TECHNOLOGY AND POLICY***

Tuesday, April 3, 2001

Good (morning/afternoon). (Ladies/Gentlemen) of the Committee on Information, Technology and Policy, thank you for permitting this opportunity to address you today on behalf of the Jefferson-East Dane Interactive Network (JEDI) for distance learning.

The JEDI network is a full-range, complete, two-way, real-time audio/video analog system served on fiber optic cable to ten high schools, two of their middle schools and three campuses of the Madison Area Technical College.

Implemented in fall of 1996, JEDI is among the first of the full-motion video, real-time networks in Wisconsin; and, along with the other legacy networks, predates by several years the full-motion J-Series Codec networks (usually referred to as "BadgerNet" networks).

Were it not for the fact that most of JEDI's governance board are in their home districts today, struggling as are you with the paucity of resources with which to operate our schools, we would all be present here to express our alarm at the prospect of sunsetting the availability of TEACH funds for these legacy networks while subsidies for the newer networks continue.

On behalf of the entire governance board of JEDI, I wish to address four critical issues relevant to the action you contemplate here: equity, parity, fairness and practicality.

The entire vision for the video overlay of the BadgerNet was in significant and material part to compensate rural and small-school students who are otherwise deprived of the range of courses available in larger, often wealthier suburban and urban high schools. The idea of a statewide network that could potentially be accessed from anywhere provides equity of opportunity for students across Wisconsin. The TEACH subsidies assure that equity by providing funding not otherwise available to schools so that all can

Statement from JEDI re:
Subsidy Sunset

2.

access the opportunities this wonderful technology provides. Without it, equity through opportunity dissipates. Districts losing this subsidy will find themselves the possessors of fine white elephants, sitting gutted and idle while districts' limited resources are strained to meet skyrocketing energy costs and operations costs - aside from compensation - that increase disproportionately to the annual rises measured by the Consumer Price Index.

The inequity created by sunseting the subsidies for the legacy networks would affect district parity. The entire purpose of the state's assessment system is not accountability as an end in itself; rather, it is to assure that districts achieve parity so that the quality level of educational opportunity is essentially the same in one district as another. Distance learning is a major factor in being able to achieve that parity by assuring similar quality and quantity of opportunity, regardless of the school district in which a student may settle. Sunseting the TEACH subsidy of the legacy networks will erode and diminish their capacity to function as the newer networks are able to do.

These, of course give rise to the issue of fairness. The legacy networks were born of those districts that had the vision and foresight to invest in broadening opportunities for their students when the entire financial burden of doing so was theirs and their local taxpayers'. It is simply unfair to the students of these member districts and to those taxpayers to end their subsidies just as they are confronting the need to convert in the next 3-5 years to digital compatibility with the new networks, while those build-outs and implementations continue on a subsidized basis.

And, finally, I suggest there is a simple matter of practicality. The legacy networks were those whose boards and taxpayers undertook the burden to innovate, providing the opportunities distance learning affords, despite the high cost, because they were able to foresee the potential benefits. And those benefits have come; and they continue to come. Just as one small example, one of our member high schools was able to implement Advanced Placement courses by beginning to teach one small section of AP English on the network to its own and other sites. Three years later, that high school of just 450 students has Advanced Placement opportunities for students in English, American History and Calculus - a direct consequence of the JEDI network. Does the committee now wish to teach the lesson that if a district has vision and willingness to invest in technology because it's the right thing to do for young men and women, it will be punished by having the resources denied to them that are made available to those lagging behind? That certainly would be the clarion, albeit entirely unintended, message prematurely ending the subsidies to these pre-existing networks sends. Under the present revenue limitations and aid calculations, these networks cannot and will not survive without equitable access to TEACH subsidies that create parity across our schools and treat our children and taxpayers fairly. And in the end, that will defeat the entire purpose of TEACH, the BadgerNet and the video overlay.

Thank you for your time.

Testimony to the Joint Committee on Information Policy and Technology

Presented by: Norman Stoner

Good morning. I am Norm Stoner and I am here to speak in favor of Assembly Bill 43. Although I am here at the request of the JEDI distance education network, my comments apply equally to all of the other Wisconsin schools that are affected by the June 30, 2002 sunset.

Some of you may know me but for those who don't, I retired in July 1999 from UW-Whitewater where I served as Assistant Chancellor for Computing and Information Technology. However, I spent the last four years of my career on leave from UW-W serving as the Executive Director of WiscNet. WiscNet is Wisconsin's statewide research, education and public service network that provides Internet services to all of Wisconsin higher education, the majority of the K-12 districts, the State and many of the city and county governments. In the capacity of Executive Director of WiscNet, I had direct experience in working with over 75% of Wisconsin's K-12 districts. I know how difficult the budget situation is for most schools and what great benefits TEACH has provided in bringing the Internet and distance education to schools.

I would like to commend the TEACH Board and the TEACH staff for their excellent job of operating an extremely complex but very important program for schools. I know from my direct experience in working with school districts that many, particularly small rural schools who need it most, would not have either Internet services or distance education opportunities without TEACH. TEACH has been a great democratizing agent and a valuable force to create a leveling of the playing field for technology in Wisconsin's schools.

I support Assembly Bill 43 because the sunset on the TEACH existing contract grants is blatantly unfair for those schools that were leaders in distance education initiatives. We must have and must support innovation in the Wisconsin's K-12 school districts. Many of the early adopters of distance education (TEACH existing contract grant schools) were small schools who were not particularly blessed with fiscal resources and needed to share resources to offer an appropriate array of course offerings for their students. These schools preceded TEACH and demonstrated the value of distance education consortia. They should be applauded for these pioneering efforts. They did not have an extra \$25-30K dollars per year to pay for this endeavor. They had to establish priorities and make cuts elsewhere. In addition, they had to borrow the money to pay for the network, an action that resulted in five to seven year loans that are now being repaid. The curricular and financial needs of the TEACH existing contract grant schools are no less acute than those of the schools covered by the original TEACH legislation. Given current school budget conditions in some schools, the loss of TEACH funding would certainly mean the loss of their distance education service and thereby their Internet telecommunications link.

I have heard some say that schools will no longer have to pay after their seven year contract is complete (most distance education contracts are for seven years). This is, of course, incorrect. The vendors have agreed to provide a service at the negotiated price for the length of the contract. At the end of the contract, the service ends or a new contract must be negotiated, therefore costs continue. In addition, many will face upgrades in technology and/or replacement of aging classroom equipment.

The issue of fairness and equity in funding of Wisconsin's K-12 districts is and has been controversial. However, this issue has a very fair and easy solution. It is clearly obvious that TEACH funding should be available to all of the K-12 districts on an equal basis. Schools will continue to struggle with varying levels of resources in many areas beyond our control. However, we can fix the equity in TEACH funding and level this portion of the playing field. TEACH has done an excellent job by implementing a fair and consistent methodology for partially funding the existing contracts. Please allow TEACH to continue its job in this regard by recommending the passage of Assembly Bill 43 which deletes the July 30, 2002 sunset for TEACH existing grant contracts.

I commend and thank the numerous Representatives and Senators who are sponsoring this Bill. Thank you for your attention to and I ask for your support for this issue.

CESA5

Cooperative Educational Service Agency 5
P.O. Box 564
626 East Slifer Street
Portage, WI 53901

A Regional Educational Service Unit
Donald L. Stevens - Administrator
(608) 742-8811
Fax: (608) 742-2384
e-mail: info@cesa5.k12.wi.us
www.cesa5.k12.wi.us



DATE: April 3, 2001
TO: Members of the Joint Committee on Information Policy and Technology
FROM: Don Stevens
SUBJECT: Testimony to the Committee

Senator Jauch, Representative Pettis, and members of the Committee

Thank you for allowing me to address this Joint Committee on Information Policy and Technology. Your committee is important to the direction of our educational system and to the state as we respond to the large and important needs around Wisconsin's technology infrastructure.

As Agency Administrator of Cooperative Educational Service Agency 5, allow me to make some observations about TEACH. As you well know, this legislation has been in statute since the 97-99 biennial budget. With those years as history I think we would all agree that the components of TEACH have been a monumental success.

You as a committee must be pleased with the results of the TEACH block grants. This allocation to local schools for technology has both the parameters to enhance the vision of TEACH while allowing flexibility for schools to make decisions on what meets their needs at the local level.

The subsidy for T1 lines for Internet access and DS3 lines for distance learning has ensured equity of access throughout this state - - - one of the great equity success stories. You are well aware of the growth in technology access and utilization in Wisconsin.

I am most pleased that this committee and the legislature saw fit to not penalize the real pioneers in distance learning by subsidizing the existing contracts in the state. Consortia formed in CESA 5 at Portage, in CESA 8 at Gillett, in CESA 11 at Turtle Lake and in CESA 12 at Ashland were all started prior to TEACH. Payment of TEACH funds back to those schools that had existing contracts at the enactment of this legislation ensured those districts would pay for distance learning at about the same subsidized rate as the TEACH schools.

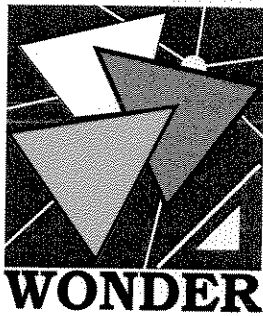
I suspect you know that those early pioneers in distance learning were paying well beyond the subsidized rate prior to the TEACH legislation. In the case of CESA 5 schools, their line costs pre-TEACH was near \$2,000 per month. That is why AB 43 is so critically important to schools that have existing contracts. This legislation supports the existing contracts and makes the continuation of funding coterminous with the TEACH sunset date.

Wiring loans have helped some districts to build their technology internal infrastructure and amortize the costs over a number of annual budgets. Because of the wiring loans, sound infrastructure decisions were made that will serve the schools for years in the future. Again, credit needs to be given to this committee and the legislature for the support of TEACH.

The allocation for training and staff development has been an essential part of the TEACH initiative. Hardware and infrastructure is one component; training and staff development is as essential. As I am sure you know, the CESAs in Wisconsin have been important leaders in facilitating or providing the training. We are pleased to have been given this important responsibility through competitive grants, and our successes are evident. Providing these resources to the CESAs has provided equity to all of our school districts and our partners; regional and local libraries.

TEACH funding has been good for the local school district and their broader community. I implore this committee to continue their good works by recommending the continuation of funding of the block grants, the existing contracts, and resources for training and professional development.

Thank you for the time given me and I will answer any questions that you may have.



Wisconsin Overlay Network for Distance Education Resources

Chippewa Valley Technical College • Fox Valley Technical College • Mosinee School District
Northcentral Technical College • Unified School District of Antigo
University of Wisconsin - Eau Claire • University of Wisconsin - LaCrosse • University of Wisconsin - River Falls
University of Wisconsin - Stevens Point • University of Wisconsin - Stout • Western Wisconsin Technical College

WONDER - Robert W. Hannu - Director

Northcentral Technical College • 1000 W. Campus Drive • Wausau, WI 54401-1899

Phone: 715/675-3331, x4051 / Fax: 715/675-5868 / e-mail: Hannu@northcentral.tec.wi.us

Response to the Joint Committee on Information Policy and Technology regarding provisions to the 2001-2002 Biennial Budget

April 3, 2001

Thank you for the opportunity to address the committee. Today, I would like to make several comments regarding the TEACH Wisconsin Telecommunications Access Program.

My name is Robert Hannu, and I'm the director of the Wisconsin Overlay Network for Distance Education Resources. This network, known as WONDER, is a two-way interactive television network that connects four Technical College Districts, five UW campuses and three School Districts. We also work under agreement from the Department of Administration, TEACH Wisconsin, and the thirty six regional video networks in the state to provide "Inter-Network" scheduling of statewide programs that use the BadgerNet video network.

On behalf of our operations board and on behalf of the many legacy video network sites that partner with our members, I would like to offer our strong support for the amendment to Assembly Bill 43 that would remove to sunset date for TEACH Wisconsin subsidy of existing video networks. I was very pleased to hear recently of Governor McCallum's support for additional funding for TEACH Wisconsin to continue this legacy network subsidy for both years of the coming biennial budget. We feel that this is critical to maintaining equity between the school districts in the state who pioneered the use of video distance education and the schools that have come on line since the implementation of TEACH and the BadgerNet video system. Without this continuing subsidy, many school districts would again face monthly charges of almost ten times the amount charged to sites that have started the use of Interactive Television for distance education in the past three years.

I would also like to express my support for the proposed program change that would allow Telecommunications Access subsidy for three Juvenile Correctional Facilities. Northcentral Technical College was recently cited in a front page story in the Wausau Daily Herald for their educational programs offered to the Lincoln Hills School and we feel that the opportunity for these programs to take advantage of distance education systems would be of great benefit to the state.

In closing, I would also like to express our appreciation of the support the legislature and TEACH Wisconsin have given to the schools in Wisconsin in funding the grassroots development of the distance education systems that now allow the interconnection of almost 400 video classrooms across the state.

Thank you for the opportunity to address this committee.

District Information

The Eau Claire Area School District is the eighth largest school district in Wisconsin. It covers approximately 200 square miles and includes most of the City of Eau Claire and portions of the following townships: Brunswick, Clear Creek, Drammen, Pleasant Valley, Seymour, Union, and Washington in Eau Claire County; Hallie and Wheaton in Chippewa County; and Rock Creek in Dunn County. The Eau Claire Schools offer a comprehensive pre-K through grade 12 program serving over 11,200 students through its 860 full-time teachers.

The Eau Claire Area School District comprises roughly 25% of the CESA 10 service population and therefore requires a unique and collaborative approach when availing itself of regional services. In the area of technology especially, this has been a symbiotic effort.

Nationally Recognized Technology Program (an Overview)

Eau Claire Area Schools has an extremely progressive technology implementation underway. It is designed to take advantage of industry advances and focuses on delivery of education in the classroom while preserving scarce support resources. Eau Claire consciously devised standards around this program to focus on the 'sweet spot' of desktop management support to minimize downtime and allow classroom teachers to concentrate on instruction rather than maintaining equipment and software.

High speed networking is achieved by the provision of a switched 100mb port for every computer in the network. Gigabit uplinks and ATM OC-12 Core connections provide the backbone to all buildings via a leased fiber optic infrastructure. Usage of directory enabled networking services allow for security and class of service decisions based on user ID and type of application. This provides Eau Claire the ability to run it's business systems on the same transport facilities as the instructional network without security issues. It also provides the kind of headroom necessary to scale to the next generation of instructional applications. A 10mb PVP to the WISNET (Wisconsin Non-Profit Statewide ATM Ring) for Internet service completes this robust and capable network.

Eau Claire provides each student and staff member with an EMAIL account and storage space. In this entirely Microsoft WIN NT 4.0 environment, the services and disk space are managed by a server farm located in a central Network Operations Center (NOC). This server farm is supplied disk and tape resources via a storage area network of 1 terabyte. EMAIL access is via each user's Outlook profile. Outside district access (home and on the road), is supplied through a web interface. The guiding principle is simple, a user should be able to sit at any machine in the network, and once authenticated, have his/her resources provided no matter where they are attached. EMAIL, files, folders, printers, and personalized settings should all be available without user intervention.

ECASD manages it's desktop fleet of over 2,800 computers through image management (PC based) and a specialized program known as MacAdmin for the Macintosh fleet. The standards previously mentioned do not provide for purchase of additional Macintosh based computers, but Eau Claire will support the legacy systems for many years to come. All new acquisitions are Windows 2000 ready and the entire fleet is managed and supported internally. Eau Claire support staff are certified warranty sites for several manufacturers. Standard software adoptions, desktop management monitoring, driver set enforcement and intensive user training complete the attention to total cost of ownership metrics that allow Eau Claire to commit to such a high level of technology with the support staff it has available.

Other noteworthy items include distance learning classrooms in both high schools (MHS, NHS), a local CISCO networking academy charter school and a robust set of web services that are targeted at both the community and staff. All schools have web sites and dynamic content is provide through on-line calendars, on-line job announcements, staff email lookup, LISTSERV links, address -> school lookup, on-line course registration, on-line library media resources and hotlinks to other relevant pages.

Eau Claire is proud of its accomplishments and is beginning to receive national exposure regarding its technology program.

(over)

Funding History

Eau Claire was fortunate enough to have passed an \$8.9 million referendum two years ago; this referendum was structured to exceed the revenue cap for 5 years for purposes of technology. It included as its components:

- Network Infrastructure Upgrade
- Wiring (Data and Electrical) For All Buildings
- Lab and Classroom Computers
- Software and Furniture for the Computers
- Distance Learning Labs
- Professional Development Funds (\$750,000)

Although this seems to be a large amount of money, for a district of this size, it was 'just enough' to bring Eau Claire up to a basic level of access that had been sorely lacking. It did not provide for the additional funding that would make the program an overall success.

Referendums are a good mechanism for one-time capital expenditures; they are however, not a good source of recurring revenues so critical to maintaining a quality program.

TEACH Impact

Without the availability of TEACH funding, even with referendum funding, the Eau Claire program would not be the success that it has been. The TEACH program has been instrumental in providing Eau Claire flexible supplementary sources of revenues. This ability has allowed us to create a program of excellence that might otherwise not have been possible.

TEACH Has:

- Provided half the funding for the Eau Claire wiring program. Adequate data and electrical are a cornerstone of any technology implementation. All buildings in Eau Claire will have multiple high-speed connections to their classrooms as a direct result of this program. TEACH also provides engineering assistance for these projects – a need that is great in smaller districts with less expertise.
- Provided the funding for the on-going expenses associated with the distance-learning network. The referendum allowed Eau Claire to build the lab rooms and procure the equipment. TEACH supplies the money to cover the on-going costs of connectivity.
- Provided more than 25% of the professional development funding for the highly successful Eau Claire effort. Through block grant funding and TEACH Training Grants, TEACH has been an instrumental partner in the Eau Claire mentoring, building training and regional training efforts.
- Provided block grant funds that allowed Eau Claire to buy basic infrastructure items such as our storage area network that provides reliable disk space, with appropriate off-site retention for all staff and students in the district. This model is something that several other districts are now adopting as an effective and non-staff intensive method of managing large groups of students.

The TEACH program has been significant in accomplishing the goals that the K-12 community set for itself in technology. Its block grant funding program is second to none in its ability to allow a district to move forward, rather than tread water in terms of technology acquisition. Eau Claire counts on those funds every year to allow for the growth and change that any program of this magnitude requires.

As the needs change, so has the TEACH program. TEACH became a lightning rod for the state-wide cry for professional development and began the process of re-examination of it's role. This resulted in professional development grant opportunities that are regional in nature. These grants provide options for all staff in all districts to participate in the next great need in instruction, true integration of technology into the classroom.

Without the TEACH program, Eau Claire would have struggled to meet even the most minimal of needs. TEACH allows us to flourish and grow in ways that we could not have contemplated otherwise.

Mike Bollinger – Technology Director
www.ecasd.k12.wi.us

(715)830-1855

**Testimony to the Joint Committee on Information Policy and Technology
2001-2003 Biennial Budget for the TEACH Program**

**Timothy C. Schell, Assistant Director of Instruction
Waunakee Community School District**

April 3, 2001

I thank the committee for the opportunity to come before you today. My name is Tim Schell and I am the Assistant Director of Instruction for the Waunakee Community School District. In that capacity, I have responsibility for technology in our district as well as our community education program.

I can report to you that Waunakee's students have access to an excellent working network, with functional computers, presentations systems, and appropriate educational software. We have a distance learning lab that is linked into the BadgerNet as part of the Four Lakes Consortium. This lab is utilized for distance learning courses partnered with neighboring districts, virtual field trips to cultural institutions throughout the United States and beyond, and numerous continuing education classes sponsored my MATC for our community in the evening.

TEACH has played an important role in developing these useful and necessary instructional technology resources. The block grant program is an important source of funding every year for us. Their pilots and alternative technology programs point the way to the future with better clarity that we could achieve on our own. Their clearinghouse for state purchasing programs makes it easier for me to acquire the technology that we need at the lowest cost to state and local taxpayers.

Before I came to Wisconsin, I was a school administrator in New York. New York also has an excellent school system, but I continue to be impressed with your leadership and wisdom in state government in developing information and instructional technology for school districts. Wisconsin is better positioned than New York to provide a 21st century learning environment for students. This is due to several programs that demonstrate remarkable foresight, but none more so than the TEACH program.

Block Grants

~~The Waunakee Community School District has received~~ The TEACH block grants account for approximately 40% of our budget for purchasing instructional technology. I mention this to draw your attention to the critical role the block grants play in funding instructional technology programs in our state. Due to our growing enrollment, Waunakee is in a relatively favorable position under the current state financing system for schools. Even so, the block grant is critically important if we are to maintain our current level of instructional technology and provide for the future. For districts that face greater financial constraints, I expect the block grants are even more indispensable.

Let me provide some examples of what block grant funds have accomplished at Waunakee. In recent years, the block grant has funded the purchasing of more than 150 desktop computers, several servers, switches for our district network, Internet filtering, and an integrated presentation system. It has also supported the site assessment and installation of our distance learning lab, some of the fiber installation between our schools, and network and upgraded electrical wiring for several computer labs in our school including our CAD lab at the High School. All of these purchases have supported instruction.

Our High School physics lab has eight Pentium III workstations that are networked to a variety of laboratory peripherals that enable our students to perform more sophisticated and accurate experimental work. This teaching environment provides hands-on experiences that promote the scientific method and foster analytical thinking. These are important qualities as we prepare our young people for success in the workplace, technical colleges, and universities. The TEACH block grant paid for this equipment.

Alternative Technology Projects and Pilots

The TEACH Board continues to play a vital role in assessing and piloting alternative technology projects. We all know that information and instructional technology evolves rapidly, but that school districts generally do not have the resources or expertise to evaluate the latest advances and determine when they are sufficiently mature for implementation in the schools. TEACH provides intention and focus to our efforts to upgrade school technology to prepare Wisconsin's students for life and work beyond high school graduation. By reviewing promising technologies and then piloting them in carefully selected sites with thorough program evaluation, TEACH helps us determine the most effective directions to pursue with respect to a variety of areas, including distance learning, networking, and integration of technology. They are the tip of the spear.

I am looking forward to the results of the current TEACH initiatives in the area of IP Video, teacher training in instructional technology, and the IDEAS web site. Distributed learning, for both students and teachers, increases in importance every year. TEACH is an agency that is funding projects and disseminating best practices that will allow us to develop capacity throughout the K-12 system. In a few years, we can expect to see more flexible and cost-effective forms of distance learning and a structure for professional development that will provide better support to teachers, not only in the area of instructional technology integration but also in other curriculum and content areas.

The committee should know that these initiatives are in excellent agreement with the findings of the technology professional development study completed by the Metiri Group, the federal Web-based Education Commission report, and the areas of need indicated in the Wisconsin data from the most recent Milken survey of school technology. TEACH not only supplies important resources, they also ask the right questions and apply their resources to the most tasks that promise the greatest return on investment.

I would also like to point out the potential that distributed learning and web-based systems have to address capacity needs for a successful implementation of PI-34. The increased requirements of the new licensing regime will place heavy demands on school districts, colleges and universities, and other educational agencies. At this time, it is not clear where the resources will come from to successfully implement PI-34. However, distributed professional development via IP video and other web-based applications may prove to be an important part of the solution. This would be an important collateral benefit of the projects TEACH is currently pursuing.

School districts in Wisconsin face serious challenges in this decade to maintain our commitment to providing an excellent education to our young people in a world with rapidly increasing information, greater global competition, and more rapid economic and social change, particularly in the area of technology. This need not be a daunting task, but we need structures in place that will support success. I am pleased to say that TEACH provides such a structure. I know that the TEACH board and staff provide assistance that improves educational outcomes for students in Waunakee and throughout Wisconsin. Our students deserve no less.

Thank you for your time.

Timothy C. Schell
101 School Drive
Waunakee, WI 53597
608-849-2020
608-849-9746 fax
tschell@waunakee.k12.wi.us



SCHOOL ADMINISTRATORS ALLIANCE

4797 Hayes Road • 2nd Floor
Madison, Wisconsin 53704
(608) 242-1370 • FAX (608) 242-1290
E-Mail: kammerud@wasda.org

Jennifer A. Kammerud
Director of
Government Relations

TO: Members of the Jt. Committee on Information Policy and Technology
FROM: Jennifer Kammerud, Director of Government Relations
DATE: April 3, 2001
RE: Department of Electronic Government in SB 55

An Alliance of:

Association of
Wisconsin School
Administrators

Wisconsin Association
of School District
Administrators

Wisconsin Association
of School Business
Officials

Wisconsin Council for
Administrators of
Special Services

The Governor's budget provides the Department of Electronic Government with significant powers over local units of government and significant authority over the TEACH program. The School Administrators Alliance (SAA) is very concerned about the affect these provision will have on school district technology procurement, technology and telecommunications planning, and grants associated with the TEACH program.

In this budget, the Department of Electronic Government is given the power to establish master contracts for the purchase of materials, supplies, equipment or contractual services relating to information technology or telecommunications for use by local governments. The chief information officer of the Department may also develop or operate and maintain any system or device facilitating Internet or telephone access to information about programs of local government or otherwise permitting the transaction of business by local governments. Obviously, these powers would have a huge impact on the ability of local school districts to control not only the types of hardware or software they use for educating the children in their district and transmitting information to the public, but also on the ability of a district to pursue a technology or telecommunications path that is different than the one advocated by the state.

While the idea of streamlining operations, systems, and other materials or equipment associated with technology or telecommunications may sound like a good idea, the SAA feels that it would in fact hinder creativity at the local level. Moreover, it is our belief the technology and telecommunication needs of education are different in many ways from those of the state and thus should not be controlled by the state.

The SAA is opposed to the authority given to the Department of Electronic Government over the TEACH board. This budget specifies that rules promulgated by the TEACH board are subject to the approval of the Department, that procurement standards and specifications established by the TEACH board are subject to the approval of the Department, and that the TEACH board may only purchase or permit educational agencies to purchase or lease technology equipment with the approval of the Department.

In our opinion, these provisions essentially eliminate the independence of the TEACH board. The TEACH board was given some independence in order to make relatively impartial decisions on the awarding of grants for technology. It concerns us that under this budget, some independence would be lost to a department that is not solely focused on education and may have other priorities.

If you have any questions or would like additional information, please contact me at 242-1370.



"TEACH IS VITAL"

Testimony for the Wisconsin Legislator's Joint Committee on AB 43

*Tuesday, April 3, 2001
300 South East
Wisconsin State Capitol*

*Sam Boynton
Distance Learning Coordinator, CESA 10, Project CIRCUIT Director
President, Alma Center-Humbird-Merrillan School Board*

Background

- Project CIRCUIT is the oldest of the legacy networks. It was established in 1978 and has provided enhanced curriculum for eight districts in Jackson and Trempealeau Counties. In the 2000-2001 school year Project CIRCUIT has 128 students in high school classes, 180 students in technical college classes and 58 students in university courses. The network is also used for meetings and enrichment activities. It is looking forward to connecting to other state networks through the new BadgerNet Gateway.

Project CIRCUIT and the Legacy Networks Have:

- Pioneered distance learning technologies.
- Established standards for distance learning teaching, instructional design and staff development.
- Created models of inter-district cooperation building on the strengths of each district.
- Established partnerships with higher education institutions.
- Created the basis of knowledge and experience necessary for a statewide BadgerNet System.

Assembly Bill 43 Is a Cost Effective Method of Assuring Equal Access to Distance Learning Technologies.

- In 2000-2001 the TEACH Existing Contract Grant for the eight districts in Project CIRCUIT was about \$70,000. Western Wisconsin Communication Cooperative provides the infrastructure for Project CIRCUIT at a very reasonable rate.
- TEACH funding is necessary for these districts to continue to provide students with enhanced instructional opportunities.

◆
Abbotsford
Altoona
Augusta
Bloomer
Bruce

Cadott
Chippewa Falls
Colby
Cornell
Eau Claire

Eleva-Strum
Fall Creek
Flambeau
Gilman
Gilmanton

Granton
Greenwood
Ladysmith-Hawkins
Lake Holcombe
Loyal

Medford
Mondovi
Neillsville
New Auburn
Osseo-Fairchild

Owen-Withee
Spencer
Stanley-Boyd
Thorp
Weyerhaeuser



2801 International Lane • Suite 200 • Madison, WI 53704
608/244-4600 • fax 608/244-4447

Good Morning...

My Name is Mark Weller. I am the President and CEO of Access Wisconsin and I am here to speak in favor of AB 43. Access Wisconsin is owed by 35 independent telephone companies and telephone coops. We serve rural Wisconsin. Video Distance Learning is significant to the rural telephone companies, but more importantly, to those rural high schools and adult learners that we serve. I speak to you today not only on behalf of the rural telcos and coops, but also on behalf of WADEN: The Wisconsin Association of Distance Education Networks... or in other words, my customers.

If you recall, for about six or seven years before the state legislature created TEACH Wisconsin, there were several schools and networks sharing classes and generally creating marvelous opportunities for their students: SCING, Northern Lights Network, NWECS, to name a few. In fact these pioneering networks were so successful that their innovated approach to using fiber optic interactive video help set the stage for other schools to follow; hence the formation and funding of TEACH Wisconsin. I think this is one of those government programs that we can all agree on... TEACH has done a good job in fostering, implementing and funding perhaps the best video distance learning network in the country. Everyone who had a hand in this endeavor should be proud.

Originally, these pioneering schools and networks were excluded from the benefits of TEACH with regards to video links. The legislature appropriately corrected this over site and established grant monies under the TEACH legislation to compensate the pioneering networks at a level equal to those schools who received their video link from TEACH.

And while we appreciate the original intent, we do note there is a problem. The TEACH subsidies of the pioneering networks end in 2002. However, many of these pioneering networks will still be in business after that date: SCING 2003, Northern Lights, 2004... and there are others.

If AB 43 should ultimately fail, here is a very likely scenario. You will have two neighboring school districts. One will have video distance leaning funded by TEACH Wisconsin, the other -the pioneering High School - will have video distance learning, but they will have to pay for it by themselves. The TEACH school pays 250 per month... The pioneering school pays about \$2000 per month. This potential scenario will effect over 100 high schools.

I think ultimately, it is a question of equity, fixing what looks to me like an over site. I would urge you to consider supporting AB 43 and continue the tremendous success our schools have experienced with video distance learning.



Mark Weller
President & CEO

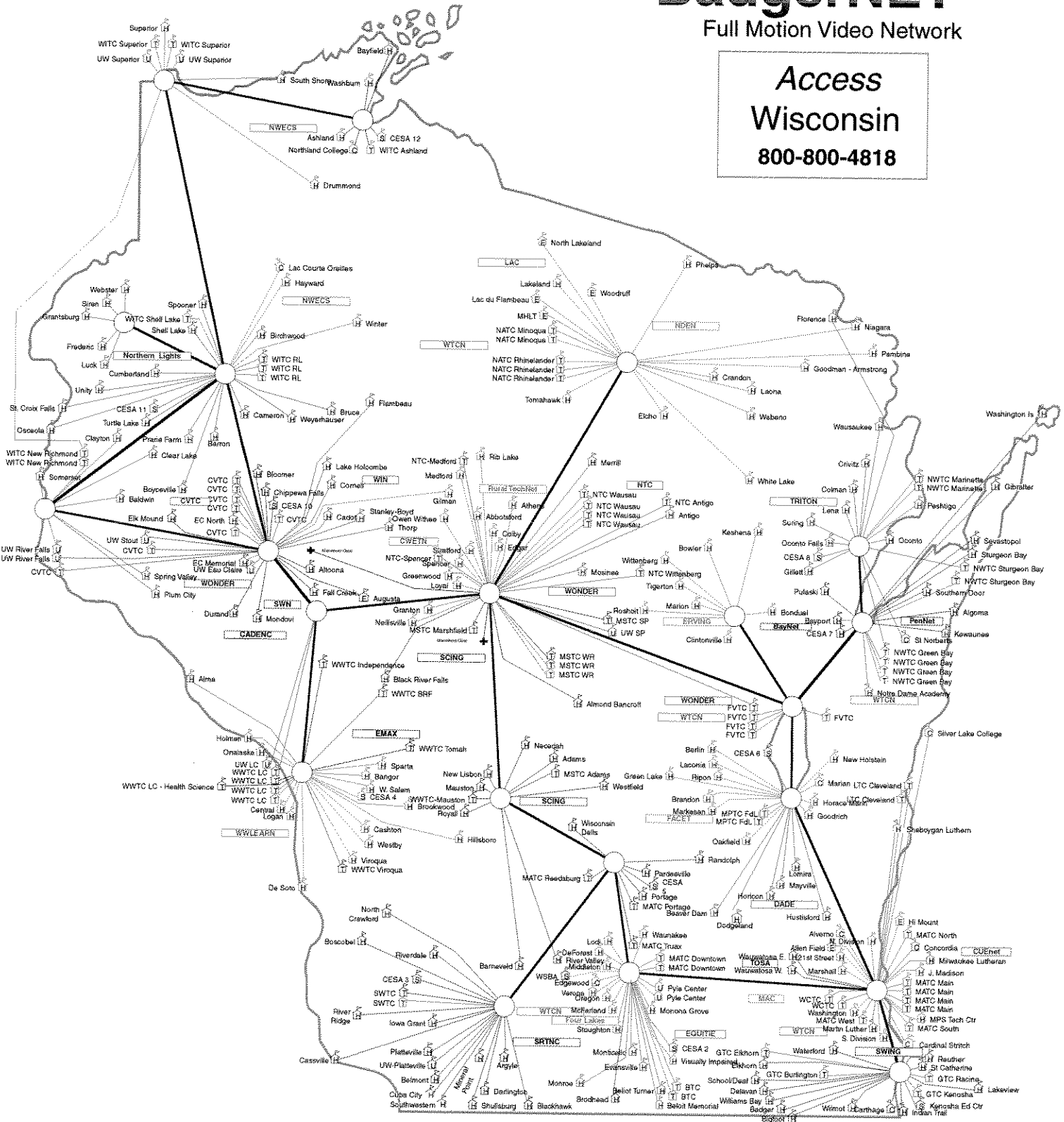
2801 International Lane • Suite 200 • Madison, WI 53704
608/244-4600 ext. 13 • fax 608/244-4447
mweller@accesswis.com

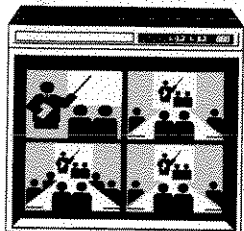
www.accesswis.com

BadgerNET

Full Motion Video Network

Access
Wisconsin
800-800-4818





SRTNC

SOUTHWEST RURAL TELECOMMUNICATIONS NETWORK CONSORTIUM

Argyle Belmont Black Hawk Boscobel Cassville Cuba City CESA #3 Darlington Iowa-Grant Mineral Point North Crawford
Platteville River Ridge Riverdale Shullsburg Southwestern Southwest Wisconsin Technical College UW-Platteville

MEMO

DATE: April 3, 2001
TO: Joint Committee on Information Policy and Technology
FROM: Clark Jillson, SRTNC Director and WADEN Chair-Elect (CS)
RE: Assembly Bill 43

Good Morning. Thank you very much for allowing me to express our views concerning Assembly Bill 43. My name is Clark Jillson and I am the director of the SRTNC Distance Learning Network located in southwest Wisconsin. I am also the Chair-Elect for the Wisconsin Association of Distance Education Networks (WADEN). WADEN is an organization that includes directors and coordinators of over 40 regional and statewide distance learning networks. Today I wish to speak on behalf of the WADEN organization.

We are in support of Assembly Bill 43, which will eliminate the sunset date of the Existing Contract Grant through the TEACH program. Many of the networks that are members of WADEN benefit from the grant, including SRTNC, SCING, NWECS, IDEAL, WestWING, KSCADE, NDEN, TRITON, ERVING, and Project Circuit. Because of the grant dollars they receive annually from TEACH, school districts have been able to buy back a portion of their initial investment to distance learning that these pioneering school districts and networks have made.

Before the TEACH program was enacted, school districts wishing to participate in distance learning would pay nearly \$2,000 per month for a video fiber optic link. School districts now pay \$250 a month through the TEACH program, which is a tremendous savings for new districts participating in distance learning. With the Existing Contract grant, these pioneering districts can receive financial aid that was not available to them before the TEACH program was initiated.

Many of the networks who's districts benefit from the Existing Contract grant will have their own network contracts expire after the sunset date. Without the financial support from the TEACH program, all 115 eligible districts will be left in the dark. In order to assure that these districts receive this Existing Contract grant for the remainder of their network lease, the sunset date must be removed.

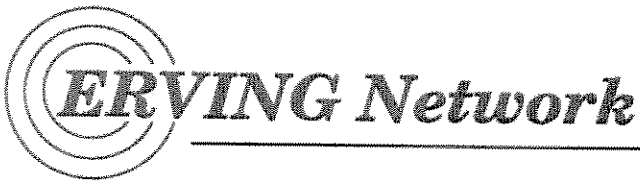
We ask that you support Assembly Bill 43. Thank you very much.

James Egan, Chairman

Clark Jillson, Director

Faith Freymiller, Program Assistant

1300 Industrial Drive, Fennimore, WI 53809 608-822-3276 Fax: 608-822-3828



26 9th Street, Clintonville, WI 54929-1561
(715) 823-7170 Fax (715) 823-1315

Susan Barry, Network Director
sbarry@clintonville.k12.wi.us

**Testimony on the Proposed TEACH Wisconsin Budget and
Assembly Bill 43 to Continue TEACH Existing Contract Grants**
for the Joint Committee on Information Policy and Technology
by Susan Barry, Network Director • April 3, 2001

Honorable Members of the Committee, my name is Susan Barry and for the past ten years I've served as the Network Director for the Embarrass River Valley Instructional Network Group, better known as ERVING. Today I appreciate the opportunity to testify about the importance of TEACH Wisconsin funding for K-12 distance education and technology, and ask your support for Assembly Bill 43 which would continue grants to older, "legacy" networks in Wisconsin.

The ERVING Network is Wisconsin's oldest interactive fiber optic network, beginning service in 1991. In the provided copy of our *Network News* publication you'll see the valuable array of educational programs we provide for students, staff and community members in the deeply rural communities of the Bonduel, Bowler, Clintonville, Marion, Menominee Indian, Rosholt, Tigerton and Wittenberg-Biramwood School Districts.

You will also notice that ERVING has been able to continue growing and evolving over ten years despite daunting fiscal challenges in K-12 education such as revenue caps and declining enrollment. Our success and growth have often been supported by grants, with funding from TEACH Wisconsin playing a particularly valuable and appreciated role in recent years. Some of the important projects made possible for our network schools through TEACH Block Grants, Training and Technology Assistance Grants, and Existing Contract Grants include:

- Replacing obsolete distance ed classrooms with new BadgerNet compatible equipment,
- Providing training, graduate classes, technology academies and technician training throughout the three regional distance ed network areas in CESA 8,
- Equipping distance ed classrooms with hands-on, interactive computers for staff development,
- Funding a variety of technology projects within the schools that wouldn't have been possible without the Existing Contract Grants offsetting their distance ed lease costs.

However, the Existing Contract Grant Program will end on June 30, 2002 unless AB 43 is approved to remove the sunset date. This would create an inequitable situation for our older, "legacy" networks which pioneered, proved and demonstrated distance education to Wisconsin using largely district funds. The TEACH Wisconsin program now subsidizes new leases for distance education through their Telecommunications Access program. To help equalize the cost of distance education for both old and new school sites, the Existing Contract Grants must be continued.

Thank you for supporting this effort to equitably deliver the many benefits of the TEACH Wisconsin program to all of Wisconsin's students.



David Ward

Wisconsin State Assembly

Member: Joint Committee on Finance

April 3, 2001

Joint Committee on Information Policy
State Capitol, Room 300SE
Madison, WI 53708

Dear Co-Chair Pettis, Co-Chair Jauch, and Committee Members,

I would like to take this opportunity to thank you for holding a hearing on Assembly Bill 43 related to the TEACH program. I regret that I am unable to testify before you today as I am with the Joint Committee on Finance for public hearings on the state budget. In my absence, I have provided these written comments for your review.

I have introduced AB 43 at the request of Terri Tinsley, the JEDI Distance Education Network Director. My Assembly District makes up the greater portion of the JEDI Network. JEDI, along with other distance education networks, was operating before October 14, 1997; thus, it is considered a pioneer or legacy network. Legacy networks were put into place as "pilots" for the rest of the state. Others then learned from these networks. Under current law, legacy networks will no longer be eligible for contract grants from TEACH after June 30, 2002.

AB 43 would remove the June 30, 2002 sunset date to maintain an equal playing field between legacy networks (receiving contract grants) and those receiving TEACH subsidies. While I understand the intent is to bring everyone under the same program, TEACH Executive Director Doris Hanson has expressed concern to me that this process may not be happening quickly enough. Some districts will then be left ineligible for grants if the sunset date is reached. Further, it may be less expensive to the state to continue paying existing contract grants instead of bringing networks into TEACH.

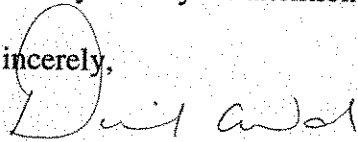
In crafting AB 43, my biggest concern came when I reviewed the attached fiscal estimate. At \$2.1 million SEG, I requested further information from TEACH and insisted the estimate be lower if possible. After further information, it seems the fiscal estimate was figured without federal e-rate money as a source. While TEACH has been told to expect a similar distribution of e-rate money in the upcoming year, they need to plan in case this money is taken away by Congress at some point in the future. So, we cannot ascertain that \$2.1 million will be necessary to continue funding existing contract grants; however, it must be in the plans in the event that e-rate money would no longer be available.

I would also like to suggest a friendly amendment if the committee is hesitant to repeal the sunset date. Instead of a repeal, it would be possible to just extend the sunset to December 31, 2005 which is the current sunset on the entire TEACH program. At that point, a decision could be made on the future of all distance education. While this would not change the fiscal estimate, it would keep districts on an equal playing field—not leaving some districts behind 3 years earlier.

Again, I regret that I am unable to testify before you today. I do, however, invite you to discuss AB 43 with me at your convenience. I also believe that the JEDI Director, Terri Tinsley, as well as other network directors are here today to testify. Because this is part of their daily operation, I am certain they can likely address your questions and concerns as well.

Thank you for your attention.

Sincerely,

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

Representative David Ward
37th Assembly District

*Testimony for the
Joint Committee on Information Policy and Technology
April 3, 2001*

Thank you for the opportunity to present this testimony to the Joint Committee on Information Policy and Technology. Similar testimony is also being presented to the Joint Finance Committee, also meeting on April 3.

My name is Carol Popelka, and I am the Director of a video distance education network coordinated through CESA #4. **I am requesting continued support of the Telecommunications Access Program, one of the programs administered by TEACH Wisconsin.**

The Western Wisconsin Linked Education And Resource Network, known as WWLEARN, is a full-motion video distance learning network whose video links and data lines are subsidized by TEACH Wisconsin through the Telecommunications Access Program.

WWLEARN members include 13 high schools from Alma to DeSoto to Hillsboro and Sparta. With UW-La Crosse, WWTC and CESA 4, our total membership is 16. Like many of the 40-some other video networks across the state, **WWLEARN's mission is to provide enhanced curriculum offerings in the schools, professional development opportunities for teachers and greater access to community education for all the areas served by the network.**

WWLEARN'S main job is to facilitate high school course sharing among its members. We have offered such courses as Russian History, Philosophy, French, Business Law and Music Theory, to name a few. But just this year alone, **we have also taken over 800 children and teachers on 49 live video field trips to such place as Zoo Atlanta, NASA's Johnson Space Center in Houston, the U.S. capitol in Washington, D.C., and the Indianapolis Children's Museum** during which the presenters and the participants see and hear each other at all times.

A PE class studying muscles learned about the effects of micro-gravity on the body and how astronauts exercise in space, 2nd graders learned about giant pandas and the effects of their shrinking habitat in China, 4th and 5th graders were connected to an eagle researcher at the University of Montana in Bozeman to learn what was being done to protect golden eagles from electrocution on power lines, 6th graders studying ancient civilizations saw mummies of an Egyptian princess, a cat and a bird, then watch while the presenter "mummified" a dummy. Every one of those 120 kids can tell you just exactly how the brains were removed!

Each of those enrichment experiences was tied directly to the subject and the curriculum standards, and none of the trips would have been possible without the availability of the video technology that transported the students to those sites.

While you may be aware of the classes and enrichment activities that distance learning offers, there are countless other uses of the networks that you may not be aware of, again all made possible by the Telecommunications Access Program.

The Wisconsin Association of School Boards, WASB, has been holding meetings and briefings over the network. Math teachers from around the state have been meeting over the network to develop math curriculum. A member of the Bangor School Board going to school full time in Eau Claire joined the evening school board meetings via distance.

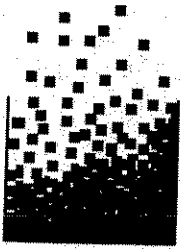
Superintendents were briefed on federal education legislation by the education specialist on Rep. Ron Kind's staff in Washington.

We've not calculated how much travel time and money was saved by those activities, but what value can you place on the 17-year old who doesn't have to drive to La Crosse for a tech college or university youth options class? The coulees and ridges here in God's Country are beautiful. They also make for treacherous driving, particularly in the winter. I'd rather have my son walk to his distance learning room for a class than have to drive to it.

While rural schools are most often cited as the greatest beneficiaries of distance learning, I'd like to point out that it's not always the small schools that benefit. One of WWLEARN's most successful courses is an AP Statistics class, taught out of DeSoto high school by an outstanding teacher there, to Onalaska High School, a school several times its size.

The video links and data lines supported by the Educational Telecommunications Access Program have had a significant and far-reaching effect on the schools of Wisconsin. The people who designed, built, and maintain the network, as well as we network directors and users, have been sought out by people all over the country and world to ask how we did it. Thanks to the vision of Wisconsin officials, we have a world-class network in BadgerNet, one that has yet to near its potential. I urge you, if you haven't already, to go into a high school in your district to see first-hand how the distance rooms are being used, and take advantage of this wonderful resource yourself to save time in your busy schedule.

Thank you again for the opportunity to address this issue. **Please continue to support diverse and enriched educational activities for the children of Wisconsin by continuing support of the Educational Telecommunications Access program at TEACH Wisconsin.**



South Central Library System

Administration Office

5250 East Terrace Drive, Suite A • Madison, WI 53718-8345

608/246-7970 • FAX 608/246-7958 • TDD 608/246-7974

Testimony on Behalf of the South Central Library System Presented to the Joint Committee on Information Policy and Technology Committee April 3, 2001

My name is Peter Hamon. I am the Director of the South Central Library System, which serves the 50 public libraries and more than 700,000 residents of Adams, Columbia, Dane, Green, Portage, Sauk, and Wood Counties. I am here to address you concerning the value of the TEACH program to my libraries and the citizens they serve, and to urge you to support certain provisions of the Governor's budget pertaining to TEACH.

In a budget containing very little for public libraries, TEACH is one of the few bright spots. The program has been a great boon to the schools and libraries of Wisconsin, and my trustees and member libraries believe it imperative that TEACH be continued and strengthened.

The Internet has become an indispensable tool for public libraries and the citizens they serve, and effective use of the Internet requires high speed telecommunications. The central telecommunications infrastructure of my public library system currently utilizes 39 T1 lines, both to provide direct Internet access to member public libraries and to operate our automated resource sharing system. Members of our shared network range from our largest library located in Madison to several in communities with populations of under 450 individuals. Our 39 T1 lines currently cost us \$46,800 annually, a savings of more than \$250,000 over the cost of unsubsidized telecommunications. To put it simply, without TEACH our network quite possibly wouldn't exist at all, and it quite certainly wouldn't include many of our smallest rural communities. We urge you in the strongest possible terms to maintain the current TEACH subsidies for these lines.

The budget also contains a provision for the subsidy to be extended to cover lines to branch libraries. We have 11 branch libraries in our system. Although the unsubsidized telecommunications cost to most of these branch locations is substantially less than that for the lines to more distant libraries, the savings from TEACH lines (probably about \$20,000) will nevertheless be very welcome. This provision also addresses a matter of equity. Two of our counties have consolidated libraries. This means that remote libraries in those counties count as branches, rather than as independent libraries as they do in other counties. Counting all libraries the same for TEACH subsidy purposes levels the playing field and is a long overdue addition to the law.

A third important inclusion in the budget is language expanding the definition of what equipment is eligible for loans from the wiring fund. Considering how tight bonding is in most of our municipalities, we look forward to this additional resource for loan funds. We are concerned, however, that a very narrow definition of eligibility may once again make it difficult to utilize this loan fund effectively. The definition in the budget speaks

almost exclusively to telecommunications hardware. In our case, maintaining a fairly large shared automated system has made it advisable for us to diversify our functions to various pieces of equipment. Thus although the public actually selects Internet locations and features in our public access catalog, the telecommunications to enable access to these items actually go out over another server for security reasons. A very strict construction of the language may mean that we could borrow to replace our small server (which doesn't need to be replaced), but could not borrow to replace our main server (which does need to be replaced). In view of this difficulty, we request that you urge TEACH to consider making eligibility to these loan funds dependent upon the intent and interactive function of an entire automated network, especially one which delivers information to the public via the Internet, rather than simply limiting loan eligibility to a certain few selected pieces of equipment.

Fourth, budget language enables cooperative usage of TEACH lines by various agencies in the same municipality. Frankly, if sharing a line with city hall or the fire department is made possible, we are all for it. If it saves scarce dollars locally, and builds a better relationship between the library and other municipal agencies, this seems to represent a victory for everyone. Our only caveat is that such sharing must be closely monitored, as the constantly increasing bandwidth necessary to provide information and Internet access to the public through the library may make such sharing very difficult to continue in years to come.

Last, but not least, we note that much of what was once WATF will now go toward funding TEACH. We believe that this represents a one time opportunity to do two things not otherwise included in the budget. One of these is to extend high speed Internet access to every school and library in Wisconsin that does not at this time have such access. Such a program might include various kinds of start-up costs and even long term subsidization at rates greater than TEACH enables now. Our experience in public libraries, however, is that having such access in every community is critical not only to overcoming various aspects of the digital divide, but also to being able to actively guide the public through the complexities of the Internet to the accurate and reliable information that they require.

The other possible use of these funds might be to create another technology grant program, similar to that recently offered by WATF, in which public libraries and public library systems could participate on an equal footing with other agencies. Last year 165 public libraries jointly applied for and received a grant to conduct vital experimentation with electronic books. The success of this project was such that so far more than a hundred additional libraries have joined in, utilizing their own funds for the purpose. Seed money to undertake such experiments is critical, and we believe that TEACH should now become the home of such a grant program for technological experimentation.

In summary, TEACH is one of the best governmental programs that has come along in years. It set out to accomplish something of real value to the citizens of Wisconsin, and has brilliantly achieved its goals. We look forward with great hope toward its future. Thank you for your consideration.

Testimony
Presented April 3, 2001, to the
Joint Committee on Information Policy and Technology
L. Anne Reid, Secretary
TEACH Board

Co-Chairs Senator Jauch and Representative Pettis and members of the Joint Committee on Information Policy and Technology. Good morning, and thank you for this opportunity to testify before this committee. My name is Anne Reid, and I am the representative of the Wisconsin Technical System Board on the TEACH Board. I am a librarian in a public library in Menomonee Falls, and I see the impact of technology on people of all ages on a daily basis. The digital divide is real, but the TEACH program has had an enormous influence on the ability of schools and public libraries across the state to erase that divide. I am here today in support of several of the program changes for public libraries included in the Governor's Recommendations for the TEACH 2001-03 Biennial Budget.

As you know, TEACH provides telecommunications access to public library boards and public library systems in cooperation with DOA under the telecommunications access program. Under current law, public library boards may request financial assistance for access to either one data line or video link. One proposed change allows public library branches to apply for and receive TEACH data lines or video links. This change is supported by the TEACH Board and the Wisconsin Library Association. Many of the rural as well as small public libraries are branches of county or city public libraries and are not eligible under the current guidelines for subsidized T1 telecommunications lines. This change would make it possible for many of these libraries to obtain the necessary funding to provide access to the Internet for their customers.

The second change would set aside \$5 million of the \$10 million bonding authority for public libraries for servers, routers, switches and hubs to connect computer networks directly to the Internet. Under the current legislation these loans may be used only for the purpose of upgrading and installing computer network wiring. The TEACH data line subsidy includes installation and the CSU/DSU, but it does not include the router or actual cost of Internet service. School access to the Internet has been facilitated by TEACH block grant funds, but public libraries do not have access to block grant funds.

The main financial incentive for public libraries to get direct access has been the TEACH program's provision of a DS1 line for each public library in the state at \$100/month. Currently 98% of the state's public libraries have Internet access, but only 76% have direct access. This figure drops to 39% for libraries in communities under 2,500 population. The libraries in these communities are small, and many are in a single facility of less than 1,000 square feet. They have only modest Local Area Network wiring needs, but they do need the servers, routers, switches and hubs in order to provide direct access to the Internet for their customers. The members of the TEACH Board as well as members of the Wisconsin Library Association endorse this proposal to allow public libraries to borrow funds for communications hardware for direct connection to the Internet.

The third provision would allow public library boards to enter into "shared services agreements" with local units of government. The agreements would provide local governments with access to any excess bandwidth on data lines not used by their local libraries. This makes fiscal sense because the excess bandwidth would be available for use by local units of government, which is a cooperative use of technology.

3/03/01 ar



"TEACH IS VITAL"

Testimony for the Wisconsin Legislator's Joint Committee on Information Policy and Technology

*Tuesday, April 3, 2001
300 South East
Wisconsin State Capitol*

*Ross Wilson, Director of Educational Technology Services
CESA 10*

Background

- ◆ The CESA 10 region includes 30 school districts in West Central Wisconsin, with school district enrollments ranging from less than 260 to over 11,000.
- ◆ Over 35,000 pupils are enrolled and over 3,000 teachers are employed.
- ◆ The majority of school districts are rural in nature and rank above the state average in terms of students eligible to receive free and reduced lunch.
- ◆ Our greater Eau Claire–Chippewa Falls region has the lowest per capita income of any metropolitan area in Wisconsin.

Positive Impact of the TEACH Wisconsin Program

- ◆ The multiple program opportunities of the TEACH Wisconsin initiative have had a significant positive impact on teaching and learning in CESA 10 schools.
- ◆ The wiring loan program, along with judicious use of the TEACH block grants, have extended network wiring into virtually all classrooms.
- ◆ Further use of block grant funds, in harmony with school district and referendum dollars, has equipped most classrooms with at least one modern computer workstation.

Abbotsford
Altoona
Augusta
Bloomer
Bruce

Cadott
Chippewa Falls
Colby
Cornell
Eau Claire

Eleva-Strum
Fall Creek
Flambeau
Gilman
Gilmanton

Granton
Greenwood
Ladysmith-Hawkins
Lake Holcombe
Loyal

Medford
Mondovi
Neillsville
New Auburn
Osseo-Fairchild

Owen-Withee
Spencer
Stanley-Boyd
Thorp
Weyerhaeuser

- ◆ The telecommunication access program has brought Internet access to all 30 CESA 10 school districts and distance learning opportunities to 29 of these school districts. Distance learning opportunities for students have increased dramatically. (Additional testimony from CESA 10 distance learning staff explains this in greater detail).
- ◆ In partnership with School of Education faculty at the University of Wisconsin-Eau Claire, staff development opportunities afforded by the competitive training and technical assistance grant program have provided staff development for over 500 teachers and 150 public librarians. The latest staff development project will utilize our distance learning classrooms to observe master teachers implementing technology-rich lessons, further optimizing the telecommunications investment.

Ongoing Need

- ◆ We are proud of our success to date with the implementation of these initiatives, but are fearful that TEACH may be viewed by some as a project that has completed its mission. Please realize that the need to fund the TEACH program is ongoing and more critical than ever.
- ◆ Tight budgets and declining enrollments are a reality going forward. Schools need to develop and be able to implement replacement policy for educational technology. Sustaining the TEACH Wisconsin Program will give school districts a dependable source of revenue to develop conservative technology refreshment cycles.
- ◆ Without the TEACH telecommunications access program that supports Internet access and distance learning, most school districts will be forced to eliminate these vital opportunities for students.
- ◆ While our staff development efforts have been extremely successful, we have accomplished too little with too few. Effective staff development must be ongoing and accessible by all. Increased funding must be sought and quality staff development programs expanded to reach more teachers if we expect the educational integration of technology to be ubiquitous.
- ◆ In summary, the extremely successful TEACH Wisconsin program is the cornerstone of many positive educational technology initiatives in the K-12 schools in Wisconsin. We ask for your continued support.

Cooperative Educational Service Agency 10

Paul Pisani, Administrator

725 West Park Avenue, Chippewa Falls, Wisconsin 54729

<http://www.cesa10.k12.wi.us>

Phone (715) 723-0341 - FAX (715) 720-2070



"TEACH IS VITAL"

Testimony for the Wisconsin Legislator's Joint Committee on Video Distance Learning and TEACH Funding

*Tuesday, April 3, 2001
300 South East
Wisconsin State Capitol*

*Sam Boynton
Distance Learning Coordinator, CESA 10
President, Alma Center-Humbird-Merrillan School District*

Background

- ◆ CESA 10 manages four distance learning networks totaling 34 school districts in West Central Wisconsin. These districts are **fiscal partners** with the state in providing distance learning to their students. Their costs are as follows:
 - ◆ Instructional costs \$372,000
 - ◆ Management costs \$270,000
 - ◆ DS-3 \$78,000
 - ◆ Classroom costs (\$5,000 per district for seven years) \$170,000
- Total \$890,000

What Do We (State and Local Districts) Get For That Investment?

- ◆ 1,463 students are taking distance learning courses in 2000-2001.
 - ◆ 574 students are taking high school to high school classes creating local partnerships to efficiently use resources.
 - ◆ 889 students are taking technical college and university courses, which create a partnership between K-12 and higher education that is mutually beneficial. These students earned almost 2,400 technical college and university credits.
- ◆ This participation in distance learning classes amounts to 92,000 student hours of instruction.
- ◆ The existence and growth of these networks would be impossible without the continued funding of TEACH.

Abbotsford
Altoona
Augusta
Bloomer
Bruce

Cadott
Chippewa Falls
Colby
Cornell
Eau Claire

Eleva-Strum
Fall Creek
Flambeau
Gilman
Gilmanton

Granton
Greenwood
Ladysmith-Hawkins
Lake Holcombe
Loyal

Medford
Mondovi
Neillsville
New Auburn
Osseo-Fairchild

Owen-Withee
Spencer
Stanley-Boyd
Thorp
Weyerhaeuser

Why Funding of TEACH Should Be Continued (Example of One Rural District)

- ◆ Alma Center-Humbird-Merrillan School District (575 students) technology history:
 - ◆ 1995: No modern multi-media capable computers. Fifty stand alone computers in the district. No Internet connection. Technology budget of \$7,000.
 - ◆ 1996-97: State WETB funds installed network and telephone systems in the district.
 - ◆ 1998-2001: \$135,357 in block grants for technology.
 - ◆ In 2001, the district has 225 modern multi-media capable computers. All are networked and connected to the Internet. In addition to the core curriculum, these computers support programs in art, agriculture, business, and technical and consumer education.
 - ◆ TEACH has forced the district to plan for the use of technology and for technical staff development. There is now a sense of urgency about the use of technology in the classroom. Eighty eight percent of the teachers in the district participated in a 1999-2000 TLCF staff development project. The district now thinks and plans more globally.

- ◆ TEACH funding is critical for the district to continue to provide students with the tools necessary for success in school, business, or college.



State of Wisconsin Department of Public Instruction

Mailing Address: P.O. Box 7841, Madison, WI 53707-7841
125 South Webster Street, Madison, WI 53702
(608) 266-3390 TDD (608) 267-2427 FAX (608) 267-1052
Internet Address: www.dpi.state.wi.us

John T. Benson
State Superintendent

Steven B. Dold
Deputy State Superintendent

Testimony Before the Joint Committee on Information Policy and Technology April 3, 2001

The 2001-2003 State Budget and the TEACH program

Robert Bocher, DPI Library Technology Consultant
(608-266-2127, fax 608-266-2529; robert.bocher@dpi.state.wi.us)

Members of the Committee, I am Bob Bocher, a library technology consultant in the Department of Public Instruction. I have been working in the area of library and information technology for over twenty years. I am here today to speak in favor of several provisions in the budget related to the TEACH Wisconsin program and Assembly Bill 43.

1) **Enhancing the TEACH Wiring Loan Program for Libraries** (section 1429 of the budget bill (SB55, AB 144))

Unlike most schools districts, which generally have multiple buildings and many classrooms to wire for networking, most libraries in the state are in just one building with limited needs for wiring. Because of this, the TEACH wiring loan program has been very much underutilized by libraries. However, libraries do have a very real need to purchase hardware (e.g., communication servers, routers) related to building their wide area network for Internet access. The proposed language in the budget should be broadly interpreted to give libraries the best opportunity to borrow funds from the TEACH loan program for networking purposes. The DPI strongly supports this enhancement to the TEACH loan program, because it more directly addresses the needs of our libraries.

2) **Extending the TEACH Telecommunication Program to Library Branch Buildings** (section 1434)

The TEACH telecommunication program has been the key program in enabling most of our public libraries to get direct high speed access to the Internet. Currently about 300 of our libraries—78% of them—have TEACH data lines for Internet access. However, current statutory language does not specifically allow a branch library to be eligible for a TEACH data line. This omission means, for example, that branches in a county library cannot get a TEACH line. But if each branch were a separate, independent municipal library, it would be eligible for a TEACH data line. Marathon County Public Library, with seven branch locations, is a good example. Under this proposed legislation the county library branches could get higher speed data lines and save \$39,948 annually. The Outagamie Waupaca Library System would save \$66,708 annually in providing high speed data lines to its member branch libraries. It is also important to note that in a community with two high schools, each high school can get a TEACH data line. But, again, if this same community has a branch

library, the branch does not qualify for a TEACH data line. The DPI believes that in the interests of equity, fairness, and cost savings, and to provide all citizens with high speed Internet access through their local library, branch libraries should be eligible for TEACH data lines.

3) Sharing of TEACH Data Lines with Other Municipal Offices
(section 1438)

Language in the budget allows a library to share the capacity of its TEACH line with other municipal departments. The DPI strongly endorses this language. In libraries in smaller communities it will allow other departments of the municipality, like the police and fire departments, to get direct Internet access.

4) Assembly Bill 43: Repealing Sunset Provision for TEACH Telecommunication Discounts

In the interests of trying to realize savings on telecommunication costs, many schools that are members of distance education networks signed long-term contracts with telecommunication carriers for high speed video networking. Some of these agreements were multiyear contracts signed before the TEACH telecommunication program became available. Under current statutory language, TEACH cannot provide these schools with discounted telecommunication lines beyond June 30, 2002. The DPI believes this current provision will penalize those schools, which took the early initiative and moved forward with implementing distance education networks. Thus the department supports repealing this sunset provision.

Thank you for the opportunity to speak on these important issues.

JOINT COMMITTEE ON INFORMATION POLICY

MOTION

Date:

5/9/01

BILL:

AB 43

Intro

a. Leptin

MOTION:

0489/1

~~Intro~~

AB 1

BY:

Mont

SECOND:

Pettis

	AYE	NO	N/V
Senator Jauch	✓	—	—
Senator Erpenbach	✓	—	—
Senator Shibilski	—	—	—
Senator Lazich	✓	—	—
Senator Harsdorf	✓	—	—
Representative Pettis	✓	—	—
Representative Hoven	✓	—	—
Representative Montgomery	✓	—	—
Representative Schneider	✓	—	—
Representative Kreuzer	—	—	—