

1 invent this technology then one of the big issues then
2 is where do the resources come to keep these
3 technology infrastructures running because they're not
4 like toasters. You just don't plug them in and they
5 keep running.

6 Finally, to give you a sense of Issaquah,
7 and then you can apply the numbers to other districts,
8 this is the sort of the network fax. At the moment
9 there are 20 locations. There's 150 hubs and routers
10 which have to do with the ten base T networking IP
11 traffic, 3,000 LAN terminations. Actually there's
12 probably more like 5,000 now. There's about 3,000
13 computers. Anyway, you can go through the list, it's
14 a big list, very complicated, and it's helping
15 schools. It is not a matter of giving them dial tone
16 cheap. In fact, it can maybe worsen the situation
17 because we were able to use the dollars that were
18 already being spent on analog business lines
19 justifying moving to digital T1. If you gave it away
20 free to Issaquah schools it would have been a hard
21 case to make to go spend money that they weren't
22 spending because the real goals of schools is we've
23 got to get them over to digital infrastructures.
24 We've got to get them out of the analog world because
25 you've got to get over to the digital world to begin

1 building what we all talk about.

2 I think the other thing I would mention is
3 that, in our private network, for all the T1s and DS3s
4 that interconnect to schools and form the private
5 district network we pay \$5,000 a month. For four T1s
6 of digital dial tone out of the central office we pay
7 \$9,000 a month. So -- and the issue would be looking
8 at providing help on the -- subsidizing, if you will,
9 the digital dial tone that allow school districts to
10 hook to the public network and allows parents to get
11 into the system and people within the system to call
12 about the system. So that's sort of the conclusion.
13 If there are any questions feel free to ask them, but
14 I wanted to paint a picture that it's very complex
15 problem and it's finally -- financially driven and
16 there's all kind of choices depending on where the
17 school district is, what their budget is, what their
18 expertise is, the answers are all different.

19 JUDGE FFITCH: Any questions?

20 CHAIRMAN NELSON: Yes, lots, but I will try
21 to discipline myself a little bit here. You said
22 don't give away dial tone. I think the dockets move
23 beyond that. There are thoughts of mandating that the
24 services, whatever they are, T1, whatever the school
25 thinks it needs, be provided at some kind of

1 definition of cost to the carrier to provide. Would
2 that have been helpful?

3 MR BOOKEY: Probably not. It really
4 doesn't amount to that much money. In view of the
5 entire budget and what you're getting out of it, I
6 don't think it would have made a whole lot of
7 difference. One of the things that I think subsidies
8 do is that it's hard to apply them equally and so they
9 tend to corrupt, I think, good decision making made in
10 a free market. In our case, without any reins,
11 without any special rates, we found that it was
12 cheaper for us to string our own wire and control our
13 own communications between two schools. That's the
14 most efficient way, that's the most efficient answer.
15 Now, if you had a subsidy would you have come up with
16 that most efficient way for looking, because we all
17 pay for schools one way or the other. I mean, it's a
18 public funding.

19 It's the taxpayers who are paying here, and
20 I think the issue here is do we want good economic
21 decisions to be made and would subsidies -- which to
22 me would be very hard to apply across such a complex
23 set of services, especially when it's going to get
24 worse. Are you going to push people the wrong
25 direction to make uneconomic decisions for society

1 because a subsidy made an economic decision. I think
2 that's a critical point but, quite frankly, we're not
3 dealing with that much money, and I don't think it
4 would influence -- schools have got to do what they've
5 got to do and basically this is what they're all doing
6 because this is the path.

7 CHAIRMAN NELSON: Now, years ago, George
8 Gilter wrote an article about you. It was called
9 Issaquah Miracle and the use of the term miracle means
10 that it was probably not the norm. Am I hearing from
11 you today that this is becoming the norm, the way
12 school districts in our state are going?

13 MR. BOOKEY: Yes.

14 CHAIRMAN NELSON: Would you be able to tell
15 me how many schools have these kind of statistics to
16 brag about?

17 MR. BOOKEY: Probably -- well, Northshore.
18 Port Townsend schools is what we would consider a
19 rural school has five schools. Essentially in
20 Issaquah, the numbers will be smaller but converted
21 their whole school district in a matter of less than
22 12 months. Brought PBXs into every school. Put
23 handsets into every school classroom, put in voice
24 mail, E-mail hooked to the Internet, and they did it
25 in less than 12 months. I'm told that schools

1 representing over 60 percent of the school population
2 are now connected to the WEDNA which is the K through
3 12 backbone network. Schools are either building --
4 they're at some point on this journey, so if they're
5 sitting with analog phones they're trying to figure
6 out how to build this model. So I think this is
7 clearly where they're all headed. Where they are in
8 the journey it varies. It's sort of like the Oregon
9 trail. In other words, there were some people back in
10 St. Louis probably and there were some people getting
11 ready to go over the Rockies. Everybody is at a
12 different part in the journey. Oregon schools are
13 building to this pattern. Now, if they can they might
14 use cable modems instead of a T1. There's some
15 choices. California is building this. Wyoming is
16 building this.

17 CHAIRMAN NELSON: Would a rural school in
18 Florida serving a low wealth population have anything
19 like this?

20 MR. BOOKEY: Well, I can't give you
21 Florida. I can give you an anecdote from Arkansas,
22 which is probably worse off than Florida. I gave a
23 speech to all the districts in Arkansas and then later
24 was at a national conference and one of the people who
25 was in the audience came up to me and said, you know,

1 I'm from northwest Arkansas. We took four districts,
2 combined them into one, and we're so poor we still
3 don't have a single employer. He said all we do is we
4 raise chickens, we kill the chickens and we ship them
5 out of state to be processed. I mean, that's where
6 I'm from. Where we took our model, took your idea of
7 using students, the voters raised the taxes on
8 themselves and they're in the process of implementing
9 the model. Why? Because they wanted a different life
10 for their children and they thought it was important.

11 So, I think it gets -- and I've talked to
12 Newsweek and these people and everybody wants to
13 segregate it into the haves and have-nots like it's an
14 economic issue and, quite frankly, it isn't an
15 economic issue. It's an issue of whether the school
16 district is motivated to change or not. If they're
17 motivated to change there is an answer. If they're
18 not motivated to change they won't. The urban school
19 districts change slowly. The analogy I always use to
20 explain rural and urban, rural school districts are
21 like little speed boats. The communities get
22 together, the city councils, same members of the
23 school board, and they say we're going to go like Port
24 Townsend and they change. The urban school districts
25 like Seattle, Portland, New York, LA Unified, they're

1 like huge freighters. Lots of people involved with
2 the decision and to try to get them to change is
3 really hard because it's a huge organization facing
4 huge problems. But I find that it really comes down
5 to whether they want -- because this is difficult to
6 do, quite frankly. I mean, you've got to change, you
7 got to learn new things. It's very difficult and the
8 question comes down is not so much money, do I have
9 the will to do it.

10 CHAIRMAN NELSON: Thank you.

11 JUDGE FFITCH: Any questions?

12 COMMISSIONER GILLIS: I don't want to take
13 a lot of time away from the other speakers, but
14 there's one comment that you made that I found
15 intriguing. You mentioned the notion of schools,
16 students being analogous to information workers
17 compared to businesses, which I find a real useful
18 concept. I think I understand on the business -- from
19 a business perspective that it would make investments
20 in technology to the extent that the increased
21 productivity as information workers is profitable to
22 do so and ultimately the market's the evaluator. In a
23 school setting is there a parallel? How do you
24 recommend to schools that they make good economic
25 decisions on their technology investment? Is there a

1 parallel to the private sector information workers?

2 MR. BOOKEY: Well, obviously I think there
3 is. I see schools as really no different than
4 business. In fact, their job is to prepare the young
5 people to go out and be productive citizens, and like
6 I say, all of us end up working for a living except
7 maybe tenured professors, so we're all going to end up
8 in the work force. And one of the problems with
9 schools is they operate as if they were in the
10 industrial age. I mean, bells go off, students move
11 down the assembly line, sit in the chair, inject them
12 with knowledge. And we produce mass standardized
13 educated children along the lines of a factory. Well,
14 because that was -- when we put the school system
15 together that was the operating metaphor of society,
16 industrial age factories, and that's where most people
17 would end up to the point of the attributes we look
18 for, keep quiet, don't work together. That's called
19 cheating. Seat time, attendance, show up at work on
20 time. The larger society, it's hard to find a factory
21 in the United States, quite frankly. We're an
22 information age -- we operate using the information
23 age metaphor.

24 Microsoft is a classic example. Boeing I'm
25 told 90 percent -- 10 percent of the workers touch an

1 airplane. 90 percent are information workers. What
2 do they do? They're accountants, engineers, they work
3 on computers. In fact, I'm told that if the
4 machinists had a way for the metal to be put into the
5 machinery that they can operate their machinery from
6 home because they just sit at a computer terminal and
7 operate. So in order for schools to be useful and
8 basically to prepare young people for this world they
9 have to change and they have to begin operating in the
10 information age metaphor and you can't do that without
11 information age tools.

12 COMMISSIONER GILLIS: What I was after is
13 different technologies have different costs associated
14 with them, and in private business you have to make
15 that choice basically of what is the right level of
16 technology investment that I am going to earn a return
17 in the marketplace, if I make the wrong choice I'm out
18 of business, but in a school I'm not sure -- that's
19 what I'm asking is, how do you make the choice of what
20 level of expenditure is appropriate? Do you go after
21 the best or do you go after some other criteria?

22 MR. BOOKEY: I guess that ends up being
23 philosophical. My point, I think they should go after
24 the best. I've been in schools where they're teaching
25 kids word processing in the old DOS text-based world

1 with, like, Word Perfect. There isn't a company in
2 the world that has that technology so what are we
3 teaching the kids? How is teaching them on technology
4 that's ten years obsolete going to prepare them for
5 the work force and so if -- the future is for our
6 young people so, I mean, if anywhere we have to give
7 them state-of-the-art, doesn't mean getting irrational
8 and getting crazy and doing exotic things that
9 businesses wouldn't do, but I think in general, at
10 Issaquah our goal was to have a network technology
11 infrastructure, voice and data, that was equal to
12 Microsoft's capability, sophistication and basically
13 state-of-the-art or age, because that's where our
14 young people were going to work, so you're right, it
15 isn't like a business but in that respect I think
16 that's kind of my view philosophically.

17 MS. PALAGYI: I have one question. Mike, I
18 was wondering when you were going through this
19 process, did you have any competitive alternatives for
20 your network? Did you put out an RFP or do anything
21 like that to get the services that you needed or did
22 you primarily have one offering?

23 MR. BOOKEY: Well, some of them like
24 telephone switches we put out an RFP. The
25 telecommunications services, the wide area services,

1 we didn't have any choice. U S WEST was the only
2 provider so that's where you went.

3 CHAIRMAN NELSON: Would you recommend,
4 though, that as this program, however it evolves, that
5 a minimum requirement be that the schools
6 competitively bid?

7 MR. BOOKEY: Yeah, yeah. I mean, that's
8 the whole point of competition is to grind vendors
9 against each other and get a better price, a better
10 deal, although I will say this. With choice comes
11 work. When AT&T was the only telephone company in the
12 world and I could only get a black telephone I didn't
13 have to be real SMART about communications services.
14 In a world of choice consumer gets that but by the
15 same token has to become knowledgeable about those
16 choices, and so the positive side for school district
17 that do get choice, they can grind vendors against one
18 another. The negatives, they're going to have to
19 bootstrap up their knowledge in order to make the
20 proper choices and manage these systems.

21 JUDGE FFITCH: Thank you, Mr. Bookey, and
22 if I could ask you to provide copies of the overheads
23 for us, please.

24 MR. BOOKEY: Will do.

25 JUDGE FFITCH: Thank you. Our next speaker

1 is Willem Scholten of Seattle Public Library. Mr.
2 Scholten, if you could give us a brief introduction.

3 MR. SCHOLTEN: I'm Willem Scholten. I'm
4 representing the Center for the Acknowledgement of the
5 Public Library at the Seattle Public Library as well
6 as the Urban Library Council. We were at the last
7 round of FCC questions. I think what I want to -- I
8 will be brief today. What I want to talk about today
9 is not so much about why universal service is
10 important. I think we all know that universal service
11 is important, but I think a particular question has
12 been bothering us is the question of competition and
13 will it insure that universal service will be
14 available particularly in urban settings. Our
15 experience, particularly people trying to get access
16 into a (inaudible) across the country and in the world
17 is that in many cases we don't even have the choices
18 what we would deem appropriate technology in
19 telecommunications services for the modern age.

20 For example, in our last two weeks of
21 struggle getting high speed service into areas of
22 Brooklyn we have found that NYNEX does not even
23 provide T1 frame release services in Brooklyn or if
24 they do it, it is at an extremely high cost. Comes
25 down to about \$15,000 a year for a T1 that goes one

1 block down the street. We're not even sure that even
2 if NYNEX could compete against U S WEST or against
3 another telephone company that that would particularly
4 change.

5 We think that one of the driving factors
6 for that is, in many cases, is that there is no
7 economic incentives for the telephone companies to
8 provide those services other than the few schools or
9 one or two libraries in those neighborhoods. So we
10 are very worried about that, particularly if one
11 thinks about the historical role of public libraries
12 of providing the last place of giving everybody equal
13 access to information and to material. In many cases
14 the library started out as the only place where people
15 could get access to books when they couldn't afford
16 buying books in the bookstore and with today's
17 changing environment where much of the information
18 becomes available in electronic form it seems to us
19 that particularly libraries need to be able to have
20 access to electronic services to continue to provide
21 all that necessary access to information. A
22 particular worry for us in that area is the whole
23 change in the government printing office
24 structure where the government printing office is
25 moving rapidly to electronic dissemination of the

1 congressional records. If one cannot provide
2 electronic access to that record in neighborhoods like
3 Brooklyn or the Bronx what have we then actually
4 accomplished?

5 So we're very worried about that, and we
6 are very worried about that universal service clause.
7 We need to make sure that high speed electronic
8 services is available, that it does not become a
9 minimum service but is a service that is at least on a
10 par with the richer neighborhoods where the tax base
11 does exist to pay for T1 or T3s or whatever else you
12 have.

13 Why is that important to us? We think that
14 having access to high speed band width, particularly
15 in libraries and schools, is important to give kids
16 and people who are already on the lower side of the
17 economic and social ladder at least a chance to see
18 the same things and learn the same things that we who
19 are on the better side of society have access to.

20 To give you an example, for example, in
21 Seattle we on the Libraries on Line project, which is
22 sponsored by Microsoft Corporation, we put a smaller
23 computer lab in the High Point housing project. It's
24 an area up in West Seattle which also did not have
25 high speed digital service available. We got U S WEST

1 to provide TS service to that neighborhood.

2 JUDGE FFITCH: I'm sorry. Could you give
3 the name of the project again?

4 MR. SCHOLTEN: Called High Point housing
5 project.

6 JUDGE FFITCH: Before that there was a name
7 for the --

8 MR. SCHOLTEN: Libraries On Line. For
9 those of you who don't know, it's a project started by
10 Microsoft to provide small grants to libraries across
11 the country to help them to get to the information
12 highway and to provide electronic access to electronic
13 teaching tools. High Point library, which is in the
14 High Point housing project, as I said, serves a large
15 group of latch key kids, immigrant kids who have no
16 access to any of those services anywhere else in this
17 particular branch library. By us providing T1
18 Internet access we've opened a world of new resources
19 up to those children. Many of those families and kids
20 could not get out of West Seattle. They stay in that
21 neighborhood and don't venture anywhere else, so
22 even if we had it available in a downtown library it
23 doesn't really help them because they don't tend to go
24 downtown for different reasons.

25 We've seen an enormous change in what

1 happens with families around there. We have an
2 increased number of people coming to the library using
3 those resources basically from the moment we are open
4 to the moment we close doing from things like writing
5 resumes, sending out resumes electronically to
6 companies who have job openings. We have people
7 staying in touch with their cultures. We have lots of
8 people who are recent immigrants from the Far East who
9 use our facilities to keep the cross-cultural
10 connection going and feeling, therefore, better about
11 themselves.

12 I think I want to talk about a few of the
13 questions you put into the documents or the letter
14 that you sent out. Particularly the question of
15 costs. I am not sure, and I don't want to sit, stand
16 here and argue about if inside wiring should be part
17 of the universal service clause. I think that
18 although on the same hand I would want to get that, in
19 many cases inside wiring is an expensive project. I
20 can give you two sort of examples. One is a branch we
21 just renovated up in the Lake City area in Seattle.
22 It's a modern branch from the '60s, about 10 to 11,000
23 square feet. We spent about \$8,000 in wiring,
24 rewiring it. The other hand I can give you an example
25 of an older high school, West Seattle High School,

1 where we don't want to begin about how much it costs
2 to rewire. Not because we don't know how much cable
3 to put in there but we start with buildings who have
4 asbestos, that have special inside conditions which
5 might require environmental impact stuff. Might
6 require people with toxic removal contracts and things
7 to come in, so inside wiring can be a large burden but
8 I think that inside wiring should not be considered
9 under the universal service definition and under the
10 discounted structure.

11 JUDGE FFITCH: You said should not be?

12 MR. SCHOLTEN: Should not be. I guess I
13 made it confusing at this point. They should not be
14 under the discounted structure (inaudible).

15 The other point we would like to argue is
16 that we do understand the special circumstances under
17 rural areas, and I can't really talk about it but the
18 portion what we really don't want to forget about is
19 the inner city areas in the United States. Partially
20 because the tax base has totally eroded in those inner
21 city areas so the tax base does not exist in many
22 areas to carry even the minor costs to buy
23 telecommunications services on the open market. At
24 the same time those in many cases are the people who
25 are the most dependent on the form of universal

1 service either through schools or libraries. I think
2 I will leave my remarks at that.

3 JUDGE FFITCH: Thank you. Any questions?

4 CHAIRMAN NELSON: Yes. Do you have an idea
5 of what the monthly bill is to pay U S WEST for just
6 the High Point connection?

7 MR. SCHOLTEN: \$575 a month. That is for a
8 T1, DS1 circuit.

9 CHAIRMAN NELSON: Would the library like to
10 have a discount off of that bill?

11 MR. SCHOLTEN: Absolutely. That is a lot
12 of money. I mean, if you think about a branch with
13 1500 square feet, 1800 square feet with five computers
14 in there it would serve -- I mean, the population
15 serves about 1500 to 2,000. I mean, that's a lot of
16 money on an operating budget to have to pay that.

17 CHAIRMAN NELSON: Does the library have any
18 access to coaxial cable as part of a cable franchise
19 agreement? Have you ever used any such service?

20 MR. SCHOLTEN: We have no access to those
21 type of services at this point. We hope that under
22 the new TCI agreement with the city that we might have
23 some possibility to access that but we have to see
24 where that trial is going and where it is available.
25 We have access to some City Light fiber in certain

1 portions but not -- the fibers we have access to do
2 not cover our branch territory. They tend to be in
3 the inner city core between government offices.

4 CHAIRMAN NELSON: Thank you. I must tell
5 you, I agree with your comment. I think red lining is
6 a real coming issue for -- we do find in a competitive
7 market sometimes providers just do not want to serve
8 certain populations or geography. Thank you.

9 COMMISSIONER GILLIS: I have one question
10 for you. Does the library devote any special
11 resources to utilizing the technologies that are there
12 for your customers?

13 MR. SCHOLTEN: Yes. The library makes, I
14 think, a significant investment in providing training
15 opportunities for the patrons as well as for its own
16 internal staff and that is done -- most of that is
17 absorbed by, actually, the time of the current library
18 staff and then, of course, you always have some
19 expensing in the technology in the technology
20 departments who have to learn the technology.

21 COMMISSIONER GILLIS: Do you have any
22 estimate of how much that involved? Is there enough
23 devoted to that at this point? What I guess I'm
24 probing at is, to what extent are your resources that
25 you have now adequate to help your customers utilize

1 the technology?

2 MR. SCHOLTEN: I think that, to be fair
3 with you, that our resources to help our customers are
4 not adequate. I think we have -- one of the things
5 that we've seen is by providing this type of access we
6 have a skyrocketing demand for classes, and we're
7 really talking about basic classes from basic word
8 processing to basic typing to understanding the
9 computer to understanding and navigating, and those
10 are not the type of instructions you can put 30 people
11 in a lecture hall and just lecture to them. Most of
12 them require individual attention, and so it puts an
13 enormous pressure on the staff in those branches or in
14 those facilities. So we are definitely under staffed
15 in that.

16 COMMISSIONER GILLIS: Thank you.

17 CHAIRMAN NELSON: Just a follow-up on that.
18 When I met with the larger library group a few weeks
19 ago, described to me were a couple of mentoring
20 programs. A larger library would help a smaller
21 library get access to these new technologies. Was
22 one Seattle and Pend Oreille?

23 MR. SCHOLTEN: That's correct. Over the
24 last six months we -- as Seattle we have actually
25 mentored Pend Oreille into getting access and the Pend

1 Oreille story is kind of interesting. When we
2 originally tried to get Internet access to Pend
3 Oreille we got a quote back, it would be about 12 to
4 \$15,000 just for service back from Spokane. The
5 ultimate solution is one of those interesting ones
6 where a group of people got sort of together in Pend
7 Oreille and decided that they should start up their
8 own Internet service business, and they got smart
9 about putting the regulations and putting poles up on
10 the border between Idaho and Washington and actually
11 getting service from Coeur D'Alene to the Idaho border
12 in Newport and working with the local utility inside
13 Pend Oreille to string some wire from that pole on the
14 border down to the library, and we basically mentored
15 them on that.

16 I think that there is a number of
17 opportunities if we had a bigger system or the more
18 sophisticated technology systems either libraries or
19 schools can take some of those roles on and help
20 coaching people. Of course the question that comes
21 ultimately, how sustainable it all is. I mean, it
22 works right now. Let's move together and we got
23 things going. And we've seen some of those models
24 across other places in the country. We did -- some
25 work like that is going on in Mississippi at this

1 moment. Spent a lot of time in Mississippi over the
2 last couple of months, 18 (inaudible) sites. The
3 closest Internet provider for Mississippi is always in
4 Jackson, Mississippi, so it's always a long distance
5 phone call, and even on the 28th they voted for one
6 hour a day, that is a lot of money.

7 CHAIRMAN NELSON: In that case it was the
8 electric utility not the telephone utility.

9 MR. SCHOLTEN: Yes. In this case it was
10 the electric utility and then, yes, electric utility
11 and actually now the discussions are going further at
12 Seattle City Light about using some of their shared
13 fiber path, so there are some innovative partnerships
14 that can take place. Yes.

15 CHAIRMAN NELSON: Thank you.

16 JUDGE FFITCH: David Danner. Mr. Danner is
17 from the Department of Information Services and if you
18 could give yourself a bit of an introduction also.

19 MR. DANNER: Thank you. Well, my name is
20 David Danner and I'm with the Department of
21 Information Services. I'm a senior policy advisor and
22 I'm here today standing in for Steve Kolodny, our
23 agency director, who unfortunately has commitments in
24 Olympia, is unable to attend. I would like to talk
25 briefly about the Department of Information Services

1 before I talk a little bit about K-20 educational
2 telecommunications network project that we're working
3 on.

4 DIS wears two hats. One hat is the role as
5 a service provider. DIS is the state agency
6 responsible for providing computing telecommunications
7 services to state government, and it's the agency that
8 writes the payroll checks, it operates the scan long
9 distance network for state and local governments and
10 colleges. It also provides E-mail services, home
11 pages, video conferencing and other services to state
12 agencies, local governments, tribes and others.

13 The other hat is as a cabinet level agency
14 responsible for developing information technology
15 policy. DIS is charged with developing policies that
16 insure first that Washington state government uses
17 information and telecommunications technologies in the
18 most efficient way possible. It's a large user and
19 purchaser of equipment. And second, through its
20 participation in many government projects, the
21 Washington state has a telecommunications
22 infrastructure it needs to provide its citizens, its
23 students, its voters and its taxpayers with the
24 services they need to make Washington state and its
25 communities and its people competitive in the 21st

1 century. Among the activities I would like to mention
2 three that we're currently involved with.

3 First, DIS provides staff to the state's
4 information services board which is responsible for
5 coordinating information technology purchases. This
6 coordination includes not just approval of IT
7 purchases, but also developing policies to maximize
8 the sharing of state resources to avoid duplication
9 and inefficiencies. This includes the establishment
10 of technical standards. Second, it provides staff
11 support to the governor's telecommunications
12 coordination task force. Governor Lowry established
13 that task force by executive order in 1994 to assess
14 the role of telecommunications in state government and
15 in the state's economy. The task force earlier this
16 year published a report which focused on strategies
17 for expanding telecommunications services to rural
18 areas and for using the state's purchasing power to
19 benefit schools and others.

20 And third, and this is related, DIS serves
21 as the convenor and staff to the K-20 educational
22 telecommunications network project. Last year the
23 legislature rejected separate proposals for a K-12
24 network and a higher education network. Instead
25 approved \$54.3 million, an amount that was later

1 reduced to \$42 million, to build a single K-20
2 education network linking universities, community/
3 technical colleges and educational service districts.

4 The K-20 network is currently a backbone
5 network project. Mike Bookey was here telling you
6 about the local network that exists in Issaquah.
7 Well, this would be the network of networks that links
8 the various networks in the various schools,
9 universities, higher education, community and
10 technical colleges, would allow these entities to
11 enhance student access to quality educational courses,
12 through distance education, improved student research
13 and communications and increased administrative
14 efficiency. This network project is looking at a
15 logical network meaning it that it uses portions of
16 capacities of the various public and private physical
17 networks.

18 It would build upon the existing state
19 telecommunications network that is currently operated
20 by DIS, and as such it will avoid many of the
21 construction operation costs of a stand alone network.
22 It will enjoy the economies of scales by expanding the
23 market basket for educational entities and allowing
24 these entities to take advantage of the state's
25 leverage as a volume purchaser from the private