

106TH CONGRESS
1ST SESSION

S. 1029

To amend title III of the Elementary and Secondary Education Act of 1965 to provide for digital education partnerships.

IN THE SENATE OF THE UNITED STATES

MAY 13, 1999

Mr. COCHRAN (for himself, Mr. KENNEDY, Mr. LEVIN, and Mr. VOINOVICH) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend title III of the Elementary and Secondary Education Act of 1965 to provide for digital education partnerships.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Digital Education Act
5 of 1999”.

6 **SEC. 2. REVISION OF PART C OF TITLE III.**

7 Part C of title III of the Elementary and Secondary
8 Education Act of 1965 (20 U.S.C. 6921 et seq.) is amend-
9 ed to read as follows:

1 **“PART C—READY-TO-LEARN DIGITAL TELEVISION**

2 **“SEC. 3301. FINDINGS.**

3 “Congress makes the following findings:

4 “(1) In 1994, Congress and the Department
5 collaborated to make a long-term, meaningful and
6 public investment in the principle that high-quality
7 preschool television programming will help children
8 be ready to learn by the time the children entered
9 first grade.

10 “(2) The Ready to Learn Television Program
11 through the Public Broadcasting Service (PBS) and
12 local public television stations has proven to be an
13 extremely cost-effective national response to improv-
14 ing early childhood development and helping parents,
15 caregivers, and professional child care providers
16 learn how to use television as a means to help chil-
17 dren learn, develop, and play creatively.

18 “(3) Independent research shows that parents
19 who participate in Ready to Learn workshops are
20 more critical consumers of television and their chil-
21 dren are more active viewers. A University of Ala-
22 bama study showed that parents who had attended
23 a Ready to Learn workshop read more books and
24 stories to their children and read more minutes each
25 time than nonattendees. The parents did more
26 hands-on activities related to reading with their chil-

1 dren. The parents engaged in more word activities
2 and for more minutes each time. The parents read
3 less for entertainment and more for education. The
4 parents took their children to libraries and book-
5 stores more than nonattendeers. For parents, partici-
6 pating in a Ready to Learn workshop increases their
7 awareness of and interest in educational dimensions
8 of television programming and is instrumental in
9 having their children gain exposure to more edu-
10 cational programming. Moreover, 6 months after
11 participating in Ready to Learn workshops, parents
12 who attended generally had set rules for television
13 viewing by their children. These rules related to the
14 amount of time the children were allowed to watch
15 television daily, the hours the children were allowed
16 to watch television, and the tasks or chores the chil-
17 dren must have accomplished before the children
18 were allowed to watch television.

19 “(4) The Ready to Learn (RTL) Television
20 Program is supporting and creating commercial-free
21 broadcast programs for young children that are of
22 the highest possible educational quality. Program
23 funding has also been used to create hundreds of
24 valuable interstitial program elements that appear
25 between national and local public television pro-

1 grams to provide developmentally appropriate mes-
2 sages to children and caregiving advice to parents.

3 “(5) Through the Nation’s 350 local public tele-
4 vision stations, these programs and programming
5 elements reach tens of millions of children, their par-
6 ents, and caregivers without regard to their eco-
7 nomic circumstances, location, or access to cable. In
8 this way, public television is a partner with Federal
9 policy to make television an instrument, not an
10 enemy, of preschool children’s education and early
11 development.

12 “(6) The Ready to Learn Television Program
13 extends beyond the television screen. Funds from the
14 Ready to Learn Television Program have funded
15 thousands of local workshops organized and run by
16 local public television stations, almost always in as-
17 sociation with local child care training agencies or
18 early childhood development professionals, to help
19 child care professionals and parents learn more
20 about how to use television effectively as a develop-
21 mental tool. These workshops have trained more
22 than 320,000 parents and professionals who, in
23 turn, serve and support over 4,000,000 children
24 across the Nation.

1 “(7)(A) The Ready to Learn Television Pro-
2 gram has published and distributed millions of cop-
3 ies of a quarterly magazine entitled ‘PBS Families’
4 that contains—

5 “(i) developmentally appropriate games
6 and activities based on Ready to Learn Tele-
7 vision programming;

8 “(ii) parenting advice;

9 “(iii) news about regional and national ac-
10 tivities related to early childhood development;
11 and

12 “(iv) information about upcoming Ready to
13 Learn Television activities and programs.

14 “(B) The magazine described in subparagraph
15 (A) is published 4 times a year and distributed free
16 of charge by local public television stations in
17 English and in Spanish (PBS para la familia).

18 “(8) Because reading and literacy are central to
19 the ready to learn principle Ready to Learn Tele-
20 vision stations also have received and distributed
21 millions of free age-appropriate books in their com-
22 munities as part of the Ready to Learn Television
23 Program. Each station receives a minimum of 200
24 books each month for free local distribution. Some
25 stations are now distributing more than 1,000 books

1 per month. Nationwide, more than 300,000 books
2 are distributed each year in low-income and dis-
3 advantaged neighborhoods free of charge.

4 “(9) In 1998, the Public Broadcasting Service,
5 in association with local colleges and local public tel-
6 evision stations, as well as the Annenberg Corpora-
7 tion for Public Broadcasting Project housed at the
8 Corporation for Public Broadcasting, began a pilot
9 program to test the formal awarding of a Certificate
10 in Early Childhood Development through distance
11 learning. The pilot is based on the local distribution
12 of a 13-part video courseware series developed by
13 Annenberg Corporation for Public Broadcasting and
14 WTVS Detroit entitled ‘The Whole Child’. Louisiana
15 Public Broadcasting, Kentucky Educational Tele-
16 vision, Maine Public Broadcasting, and WLJT Mar-
17 tin, Tennessee, working with local and State regu-
18 latory agencies in the childcare field, have partici-
19 pated in the pilot program with a high level of suc-
20 cess. The certificate program is ready for nationwide
21 application using the Public Broadcasting Service’s
22 Adult Learning Service.

23 “(10) Demand for Ready To Learn Television
24 Program outreach and training has increased dra-
25 matically, with the base of participating Public

1 Broadcasting Service member stations growing from
2 a pilot of 10 stations to nearly 130 stations in 5
3 years.

4 “(11) Federal policy played a crucial role in the
5 evolution of analog television by funding the tele-
6 vision program entitled ‘Sesame Street’ in the
7 1960’s. Federal policy should continue to play an
8 equally crucial role for children in the digital tele-
9 vision age.

10 **“SEC. 3302. READY-TO-LEARN.**

11 “(a) IN GENERAL.—The Secretary is authorized to
12 award grants to or enter into contracts or cooperative
13 agreements with eligible entities described in section
14 3303(b) to develop, produce, and distribute educational
15 and instructional video programming for preschool and el-
16 ementary school children and their parents in order to fa-
17 cilitate the achievement of the National Education Goals.

18 “(b) AVAILABILITY.—In making such grants, con-
19 tracts, or cooperative agreements, the Secretary shall en-
20 sure that eligible entities make programming widely avail-
21 able, with support materials as appropriate, to young chil-
22 dren, their parents, childcare workers, and Head Start
23 providers to increase the effective use of such program-
24 ming.

1 **“SEC. 3303. EDUCATIONAL PROGRAMMING.**

2 “(a) AWARDS.—The Secretary shall award grants,
3 contracts, or cooperative agreements under section 3302
4 to eligible entities to—

5 “(1) facilitate the development directly, or
6 through contracts with producers of children and
7 family educational television programming, of—

8 “(A) educational programming for pre-
9 school and elementary school children; and

10 “(B) accompanying support materials and
11 services that promote the effective use of such
12 programming;

13 “(2) facilitate the development of programming
14 and digital content especially designed for nation-
15 wide distribution over public television stations’ dig-
16 ital broadcasting channels and the Internet, con-
17 taining Ready to Learn-based children’s program-
18 ming and resources for parents and caregivers; and

19 “(3) enable eligible entities to contract with en-
20 tities (such as public telecommunications entities
21 and those funded under the Star Schools Act) so
22 that programs developed under this section are dis-
23 seminated and distributed—

24 (A) to the widest possible audience appro-
25 priate to be served by the programming; and

1 (B) by the most appropriate distribution
2 technologies.

3 “(b) ELIGIBLE ENTITIES.—To be eligible to receive
4 a grant, contract, or cooperative agreement under sub-
5 section (a), an entity shall be—

6 “(1) a public telecommunications entity that is
7 able to demonstrate a capacity for the development
8 and national distribution of educational and instruc-
9 tional television programming of high quality for
10 preschool and elementary school children; and

11 “(2) able to demonstrate a capacity to contract
12 with the producers of children’s television program-
13 ming for the purpose of developing educational tele-
14 vision programming of high quality for preschool
15 and elementary school children.

16 “(c) CULTURAL EXPERIENCES.—Programming de-
17 veloped under this section shall reflect the recognition of
18 diverse cultural experiences and the needs and experiences
19 of both boys and girls in engaging and preparing young
20 children for schooling.

21 **“SEC. 3304. DUTIES OF SECRETARY.**

22 “The Secretary is authorized—

23 “(1) to award grants, contracts, or cooperative
24 agreements to eligible entities described in section
25 3303(b), local public television stations, or such pub-

1 lic television stations that are part of a consortium
 2 with 1 or more State educational agencies, local edu-
 3 cational agencies, local schools, institutions of higher
 4 education, or community-based organizations of
 5 demonstrated effectiveness, for the purpose of—

6 “(A) addressing the learning needs of
 7 young children in limited English proficient
 8 households, and developing appropriate edu-
 9 cational and instructional television program-
 10 ming to foster the school readiness of such chil-
 11 dren;

12 “(B) developing programming and support
 13 materials to increase family literacy skills
 14 among parents to assist parents in teaching
 15 their children and utilizing educational tele-
 16 vision programming to promote school readi-
 17 ness; and

18 “(C) identifying, supporting, and enhanc-
 19 ing the effective use and outreach of innovative
 20 programs that promote school readiness; and

21 “(D) developing and disseminating training
 22 materials, including—

23 “(i) interactive programs and pro-
 24 grams adaptable to distance learning tech-
 25 nologies that are designed to enhance

1 knowledge of children’s social and cognitive
2 skill development and positive adult-child
3 interactions; and

4 “(ii) support materials to promote the
5 effective use of materials developed under
6 subparagraph (B) among parents, Head
7 Start providers, in-home and center-based
8 daycare providers, early childhood develop-
9 ment personnel, elementary school teach-
10 ers, public libraries, and after- school pro-
11 gram personnel caring for preschool and
12 elementary school children;

13 “(2) to establish within the Department a clear-
14 inghouse to compile and provide information, refer-
15 rals, and model program materials and programming
16 obtained or developed under this part to parents,
17 child care providers, and other appropriate individ-
18 uals or entities to assist such individuals and entities
19 in accessing programs and projects under this part;
20 and

21 “(3) to coordinate activities assisted under this
22 part with the Secretary of Health and Human Serv-
23 ices in order to—

24 “(A) maximize the utilization of quality
25 educational programming by preschool and ele-

1 mentary school children, and make such pro-
2 gramming widely available to federally funded
3 programs serving such populations; and

4 “(B) provide information to recipients of
5 funds under Federal programs that have major
6 training components for early childhood devel-
7 opment, including programs under the Head
8 Start Act and Even Start, and State training
9 activities funded under the Child Care Develop-
10 ment Block Grant Act of 1990, regarding the
11 availability and utilization of materials devel-
12 oped under paragraph (1)(D) to enhance parent
13 and child care provider skills in early childhood
14 development and education.

15 **“SEC. 3305. APPLICATIONS.**

16 “Each entity desiring a grant, contract, or coopera-
17 tive agreement under section 3302 or 3304 shall submit
18 an application to the Secretary at such time, in such man-
19 ner, and accompanied by such information as the Sec-
20 retary may reasonably require.

21 **“SEC. 3306. REPORTS AND EVALUATION.**

22 “(a) ANNUAL REPORT TO SECRETARY.—An eligible
23 entity receiving funds under section 3302 shall prepare
24 and submit to the Secretary an annual report which con-
25 tains such information as the Secretary may require. At

1 a minimum, the report shall describe the program activi-
2 ties undertaken with funds received under section 3302,
3 including—

4 “(1) the programming that has been developed
5 directly or indirectly by the eligible entity, and the
6 target population of the programs developed;

7 “(2) the support materials that have been de-
8 veloped to accompany the programming, and the
9 method by which such materials are distributed to
10 consumers and users of the programming;

11 “(3) the means by which programming devel-
12 oped under this section has been distributed, includ-
13 ing the distance learning technologies that have been
14 utilized to make programming available and the geo-
15 graphic distribution achieved through such tech-
16 nologies; and

17 “(4) the initiatives undertaken by the eligible
18 entity to develop public-private partnerships to se-
19 cure non-Federal support for the development, dis-
20 tribution and broadcast of educational and instruc-
21 tional programming.

22 “(b) REPORT TO CONGRESS.—The Secretary shall
23 prepare and submit to the relevant committees of Con-
24 gress a biannual report which includes—

1 “(1) a summary of activities assisted under sec-
2 tion 3303(a); and

3 “(2) a description of the training materials
4 made available under section 3304(1)(D), the man-
5 ner in which outreach has been conducted to inform
6 parents and childcare providers of the availability of
7 such materials, and the manner in which such mate-
8 rials have been distributed in accordance with such
9 section.

10 **“SEC. 3307. ADMINISTRATIVE COSTS.**

11 “With respect to the implementation of section 3303,
12 eligible entities receiving a grant, contract, or cooperative
13 agreement from the Secretary may use not more than 5
14 percent of the amounts received under such section for
15 the normal and customary expenses of administering the
16 grant, contract, or cooperative agreement.

17 **“SEC. 3308. DEFINITION.**

18 “For the purposes of this part, the term ‘distance
19 learning’ means the transmission of educational or in-
20 structional programming to geographically dispersed indi-
21 viduals and groups via telecommunications.

22 **“SEC. 3309. AUTHORIZATION OF APPROPRIATIONS.**

23 “(a) IN GENERAL.—There are authorized to be ap-
24 propriated to carry out this part, \$50,000,000 for fiscal

1 year 2000, and such sums as may be necessary for each
 2 of the 4 succeeding fiscal years.

3 “(b) FUNDING RULE.—Not less than 60 percent of
 4 the amounts appropriated under subsection (a) for each
 5 fiscal year shall be used to carry out section 3303.”.

6 **SEC. 3. REVISION OF PART D OF TITLE III.**

7 Part D of title III of the Elementary and Secondary
 8 Education Act of 1965 (20 U.S.C. 6951 et seq.) is amend-
 9 ed to read as follows:

10 **“PART D—THE NEW CENTURY PROGRAM FOR**
 11 **DISTRIBUTED TEACHER PROFESSIONAL DE-**
 12 **VELOPMENT**

13 **“SEC. 3401. FINDINGS.**

14 “Congress makes the following findings:

15 “(1) Since 1995, the Telecommunications Dem-
 16 onstration Project for Mathematics (as established
 17 under this part pursuant to the Improving America’s
 18 Schools Act of 1994) (in this section referred to as
 19 ‘MATHLINE’) has allowed the Public Broadcasting
 20 Service to pioneer and refine a new model of teacher
 21 professional development for kindergarten through
 22 grade 12 teachers. MATHLINE uses video modeling
 23 of standards-based lessons, combined with profes-
 24 sionally facilitated online learning communities of
 25 teachers, to help mathematics teachers from elemen-

1 tary school through secondary school adopt and im-
 2 plement standards-based practices in their class-
 3 rooms. This approach allows teachers to update their
 4 skills on their own schedules through video, while
 5 providing online interaction with peers and master
 6 teachers to reinforce that learning. This integrated,
 7 self-paced approach breaks down the isolation of
 8 classroom teaching while making standards-based
 9 best practices available to all participants.

10 “(2) MATHLINE was developed specifically to
 11 disseminate the first national voluntary standards
 12 for teaching and learning as developed by the Na-
 13 tional Council of Teachers of Mathematics (NCTM).
 14 During 3 years of actual deployment, more than
 15 5,800 teachers have participated for at least a full
 16 year in the demonstration. These teachers, in turn,
 17 have taught more than 1,500,000 students cumula-
 18 tively.

19 “(3)(A) In the first 3 years of the MATHLINE
 20 project, the Public Broadcasting Service used the
 21 largest portion of the funds provided under this
 22 part—

23 “(i) to produce video-based models of
 24 classroom teaching;

1 “(ii) to produce and disseminate extensive
2 accompanying print materials;

3 “(iii) to organize and host professionally
4 moderated, year-long, online learning commu-
5 nities; and

6 “(iv) to train the Public Broadcasting
7 Service stations to deploy MATHLINE in their
8 local communities. In fiscal year 1998, the Pub-
9 lic Broadcasting Service added an extensive
10 Internet-based set of learning tools for teachers’
11 use with the video modules and printed mate-
12 rials, and the Public Broadcasting Service ex-
13 panded the online resources available to teach-
14 ers through Internet-based discussion groups
15 and a national listserv.

16 “(B) To extend Federal funds, the Public
17 Broadcasting Service has experimented with various
18 fee models for teacher participation, with varying re-
19 sults. Using fiscal year 1998 Federal funds and pri-
20 vate money, participation in MATHLINE will in-
21 crease by 10,000 MATHLINE scholarships to
22 preservice and inservice teachers. The Public Broad-
23 casting Service and its participating member sta-
24 tions will distribute scholarships in each congres-
25 sional district in the United States, with teachers

1 serving disadvantaged populations given priority for
2 the scholarships.

3 “(4) Independent evaluations indicate that
4 teaching improves and students benefit as a result of
5 the MATHLINE program.

6 “(5) The MATHLINE program is ready to be
7 expanded to reach many more teachers in more sub-
8 ject areas. The New Century Program for Distrib-
9 uted Teacher Professional Development will link the
10 digitized public broadcasting infrastructure with
11 education networks by working with the program’s
12 digital membership, and Federal and State agencies,
13 to expand the successful MATHLINE model. Tens
14 of thousands of teachers will have access to the New
15 Century Program for Distributed Teacher Profes-
16 sional Development, to advance their teaching skills
17 and their ability to integrate technology into teach-
18 ing and learning. The New Century Program for
19 Distributed Teacher Professional Development also
20 will leverage the Public Broadcasting Service’s his-
21 toric relationships with higher education to improve
22 preservice teacher training.

23 **“SEC. 3402. PROJECT AUTHORIZED.**

24 “The Secretary is authorized to make grants to a
25 nonprofit telecommunications entity, or partnership of

1 such entities, for the purpose of carrying out a national
 2 telecommunications-based program to improve teaching in
 3 core curriculum areas. The program authorized by this
 4 part shall be designed to assist elementary school and sec-
 5 ondary school teachers in preparing all students for
 6 achieving State content standards.

7 **“SEC. 3403. APPLICATION REQUIRED.**

8 “(a) IN GENERAL.—Each nonprofit telecommuni-
 9 cations entity, or partnership of such entities, desiring a
 10 grant under this part shall submit an application to the
 11 Secretary. Each such application shall—

12 “(1) demonstrate that the applicant will use the
 13 public broadcasting infrastructure and school digital
 14 networks, where available, to deliver video and data
 15 in an integrated service to train teachers in the use
 16 of standards-based curricula materials and learning
 17 technologies;

18 “(2) assure that the project for which assist-
 19 ance is sought will be conducted in cooperation with
 20 appropriate State educational agencies, local edu-
 21 cational agencies, national, State or local nonprofit
 22 public telecommunications entities, and national edu-
 23 cation professional associations that have developed
 24 content standards in the subject areas;

1 “(3) assure that a significant portion of the
 2 benefits available for elementary schools and sec-
 3 ondary schools from the project for which assistance
 4 is sought will be available to schools of local edu-
 5 cational agencies which have a high percentage of
 6 children counted for the purpose of part A of title
 7 I; and

8 “(4) contain such additional assurances as the
 9 Secretary may reasonably require.

10 “(b) APPROVAL OF APPLICATIONS; NUMBER OF
 11 SITES.—In approving applications under this section, the
 12 Secretary shall assure that the program authorized by this
 13 part is conducted at elementary school and secondary
 14 school sites in at least 15 States.

15 **“SEC. 3404. AUTHORIZATION OF APPROPRIATIONS.**

16 “‘There are authorized to be appropriated to carry out
 17 this part, \$20,000,000 for the fiscal year 2000, and such
 18 sums as may be necessary for each of the 4 succeeding
 19 fiscal years.’”.

20 **SEC. 4. ADDITION OF PART F TO TITLE III.**

21 Title III of the Elementary and Secondary Education
 22 Act of 1965 (20 U.S.C. 6801 et seq.) is amended by add-
 23 ing at the end the following:

1 **“PART F—DIGITAL EDUCATION CONTENT**

2 **COLLABORATIVE**

3 **“SEC. 3701. FINDINGS.**

4 “Congress makes the following findings:

5 “(1) Over the past several years, both the Fed-
6 eral and State governments have made significant
7 investments in computer technology and tele-
8 communications in the Nation’s schools. Tremen-
9 dous progress has been made in wiring classrooms,
10 equipping the classrooms with multimedia com-
11 puters, and connecting the classrooms to the Inter-
12 net.

13 “(2) There is a great need for aggregating high
14 quality, curriculum-based digital content for teachers
15 and students to easily access and use in order to
16 meet the State standards for student performance.

17 “(3) Under Federal Communications Commis-
18 sion policy, public television stations and State net-
19 works are mandated to convert from analog broad-
20 casting to digital broadcasting by 2003.

21 “(4) Most local public television stations and
22 State networks provide high quality video programs,
23 and teacher professional development, as a part of
24 their mission to serve local schools. Programs dis-
25 tributed by public broadcast stations are used by
26 more classroom teachers than any other because of

1 their high quality and relevance to the curriculum.
2 However analog distribution has limited kinder-
3 garten through grade 12 services to a few hours per
4 day of linear video broadcasts on a single channel.

5 “(5) The new capacity of digital broadcasting,
6 can dramatically increase and improve the types of
7 services public broadcasting stations can offer kin-
8 dergarten through grade 12 schools.

9 “(6) Digital broadcasting can contribute to the
10 improvement of schools and student performance as
11 follows:

12 “(A) Broadcast of multiple video channels
13 and data information simultaneously.

14 “(B) Data can be transmitted along with
15 the video content enabling students to interact,
16 access additional information, communicate
17 with featured experts, and contribute their own
18 knowledge to the subject.

19 “(C) Both the video and data can be
20 stored on servers and made available on de-
21 mand to teachers and students.

22 “(7) Teachers depend on public television sta-
23 tions as a primary source of high quality video mate-
24 rial. The material has not always been as accessible
25 or adaptable to the curriculum as teachers would

1 prefer. Moreover, direct student interaction with the
2 material was difficult.

3 “(8) Public television stations and State net-
4 works will soon have the capability of creating and
5 distributing interactive digital content that can be
6 directly matched to State standards and available to
7 teachers and students on demand to fit their local
8 curriculum.

9 “(9) Interactive digital education content will
10 be an important component of Federal support for
11 States in setting high standards and increasing stu-
12 dent performance.

13 **“SEC. 3702. DIGITAL EDUCATION CONTENT COLLABO-**
14 **RATIVE.**

15 “(a) IN GENERAL.—The Secretary is authorized to
16 award grants to or enter into contracts or cooperative
17 agreements with eligible entities described in section
18 3703(b) to develop, produce, and distribute educational
19 and instructional video programming that is designed for
20 use by kindergarten through grade 12 schools and based
21 on State standards.

22 “(b) AVAILABILITY.—In making the grants, con-
23 tracts, or cooperative agreements, the Secretary shall en-
24 sure that eligible entities enter into multiyear content de-
25 velopment collaborative arrangements with State edu-

1 cational agencies, local educational agencies, institutions
 2 of higher education, businesses, or other agencies and or-
 3 ganizations.

4 **“SEC. 3703. EDUCATIONAL PROGRAMMING.**

5 “(a) AWARDS.—The Secretary shall award grants,
 6 contracts, or cooperative agreements under this part to eli-
 7 gible entities to—

8 “(1) facilitate the development of educational
 9 programming that shall—

10 “(A) include student assessment tools to
 11 give feedback on student performance;

12 “(B) include built-in teacher utilization
 13 and support components to ensure that teachers
 14 understand and can easily use the content of
 15 the programming with group instruction or for
 16 individual student use;

17 “(C) be created for, or adaptable to, State
 18 content standards; and

19 “(D) be capable of distribution through
 20 digital broadcasting and school digital networks.

21 “(b) ELIGIBLE ENTITIES.—To be eligible to receive
 22 a grant, contract, or cooperative agreement under sub-
 23 section (a), an entity shall be a local public telecommuni-
 24 cations entity as defined by section 397(12) of the Com-
 25 munications Act of 1934 that is able to demonstrate a ca-

1 capacity for the development and distribution of educational
2 and instructional television programming of high quality.

3 “(c) **COMPETITIVE BASIS.**—Grants under this part
4 shall be awarded on a competitive basis as determined by
5 the Secretary.

6 “(d) **DURATION.**—Each grant under this part shall
7 be awarded for a period of 3 years in order to allow time
8 for the creation of a substantial body of significant con-
9 tent.

10 **“SEC. 3704. APPLICATIONS.**

11 “Each eligible entity desiring a grant under this part
12 shall submit an application to the Secretary at such time,
13 in such manner, and accompanied by such information as
14 the Secretary may reasonably require.

15 **“SEC. 3705. MATCHING REQUIREMENT.**

16 “An eligible entity receiving a grant under this part
17 shall contribute to the activities assisted under this part
18 non-Federal matching funds equal to not less than 100
19 percent of the amount of the grant. Matching funds may
20 include funds provided for the transition to digital broad-
21 casting, as well as in-kind contributions.

22 **“SEC. 3706. ADMINISTRATIVE COSTS.**

23 “With respect to the implementation of this part, en-
24 tities receiving a grant under this part from the Secretary
25 may use not more than 5 percent of the amounts received

1 under the grant for the normal and customary expenses
2 of administering the grant.

3 **“SEC. 3707. AUTHORIZATION OF APPROPRIATIONS.**

4 “There are authorized to be appropriated to carry out
5 this part, \$25,000,000 for fiscal year 2000, and such sums
6 as may be necessary for each of the 4 succeeding fiscal
7 years.”.

○