

**AMENDMENT TO THE AMENDMENT IN THE
NATURE OF A SUBSTITUTE TO H.R. 4508
OFFERED BY MR. DESAULNIER OF CALIFORNIA
AND MS. BONAMICI OF OREGON**

Strike sections 101 and 102.

In section 103, redesignate subsections (b) through (g) as subsections (c) through (h), respectively.

In section 103, insert after subsection (a) the following:

1 (b) DISABILITY.—Section 103(6) (20 U.S.C.
2 1003(6)) is amended by striking “section 3(2)” and in-
3 serting “section 3”.

In section 491, redesignate subsections (k) through (m) as subsections (l) through (n), respectively.

In section 491, insert after subsection (j) the following:

4 (k) Section 487(a) (20 U.S.C. 1094) is amended by
5 adding at the end the following:

6 “(30) The institution will submit, for inclusion
7 in the Integrated Postsecondary Education Data
8 System of the Department or any other Federal

1 postsecondary institution data collection effort, key
2 data related to undergraduate and graduate stu-
3 dents enrolled at the institution who are formally
4 registered as students with disabilities with the insti-
5 tution's office of accessibility, including the total
6 number of students with disabilities enrolled, the
7 number of students accessing or receiving accommo-
8 dation, the percentage of students with disabilities of
9 all undergraduate students, and the total number of
10 undergraduate certificates or degrees awarded to
11 students with disabilities. An institution shall not be
12 required to submit the information described in the
13 preceding sentence if the number of such students
14 would reveal personally identifiable information
15 about an individual student.”.

Amend section 491(n)(1)(C), as so redesignated, to
read as follows:

16 (C) by redesignating paragraphs (25)
17 through (30) as paragraphs (22) through (27),
18 respectively;

Amend section 703 to read as follows:

1 **SEC. 703. PROGRAMS TO PROVIDE STUDENTS WITH DIS-**
2 **ABILITIES WITH A QUALITY HIGHER EDU-**
3 **CATION.**

4 (a) DEFINITIONS.—Section 760 (20 U.S.C. 1140) is
5 amended to read as follows:

6 **“SEC. 760. DEFINITIONS.**

7 “In this part:

8 “(1) COMPREHENSIVE TRANSITION AND POST-
9 SECONDARY PROGRAM FOR STUDENTS WITH INTEL-
10 LECTUAL DISABILITIES.—The term ‘comprehensive
11 transition and postsecondary program for students
12 with intellectual disabilities’ means a program that
13 leads to a recognized educational credential or recog-
14 nized postsecondary credential issued by an institu-
15 tion of higher education that meets each of the fol-
16 lowing requirements:

17 “(A) Is offered by an institution of higher
18 education.

19 “(B) Is designed to support students with
20 intellectual disabilities who are seeking to con-
21 tinue academic, career and technical, and inde-
22 pendent living instruction at an institution of
23 higher education in order to prepare for com-
24 petitive integrated employment.

25 “(C) Includes student advising and a pro-
26 gram of study.

1 “(D) Requires students with intellectual
2 disabilities to participate on not less than a
3 half-time basis as determined by the institution,
4 with such participation focusing on academic
5 and career development components and occur-
6 ring through 1 or more of the following activi-
7 ties:

8 “(i) Regular enrollment in credit-bear-
9 ing courses with students without disabili-
10 ities that are offered by the institution.

11 “(ii) Auditing or participating in
12 courses with students without disabilities
13 that are offered by the institution and for
14 which the student does not receive regular
15 academic credit.

16 “(iii) Enrollment in noncredit-bearing,
17 nondegree courses with students without
18 disabilities.

19 “(iv) Participation in internships, ap-
20 prenticeships, or work-based experiences in
21 competitive integrated settings for a se-
22 mester, or multiple semesters.

23 “(E) Requires students with intellectual
24 disabilities to be socially and academically inte-

1 grated with students without disabilities to the
2 maximum extent practicable.

3 “(2) DISABILITY.—The term ‘disability’ has the
4 meaning given such term in section 3 of the Ameri-
5 cans with Disabilities Act of 1990 (42 U.S.C.
6 12102).

7 “(3) INSTITUTION OF HIGHER EDUCATION.—
8 The term ‘institution of higher education’ has the
9 meaning given such term in section 101.

10 “(4) OFFICE OF ACCESSIBILITY.—The term
11 ‘Office of Accessibility’ has the meaning given to the
12 office of disability services of the institution or
13 equivalent office

14 “(5) RECOGNIZED POSTSECONDARY CREDEN-
15 TIAL.—The term ‘recognized postsecondary creden-
16 tial’ has the meaning given the term in section 101
17 of the Workforce Innovation and Opportunity Act.

18 “(6) STUDENT WITH INTELLECTUAL DIS-
19 ABILITY.—The term ‘student with an intellectual
20 disability’ means a student—

21 “(A) with a cognitive impairment, charac-
22 terized by significant limitations in—

23 “(i) intellectual and cognitive func-
24 tioning; and

1 “(ii) adaptive behavior as expressed in
2 conceptual, social, and practical adaptive
3 skills; and

4 “(B) who is currently, or was formerly, eli-
5 gible for a free appropriate public education
6 under the Individuals with Disabilities Edu-
7 cation Act 20 U.S.C. 1400 et seq..

8 “(C) or, in the case of a student who has
9 not currently or formerly been found eligible for
10 a free appropriate education under the Individ-
11 uals with Disabilities Education Act, or a stu-
12 dent who has not previously been found eligible
13 as a student with an intellectual disability
14 under IDEA, documentation establishing that
15 the student has an intellectual disability, such
16 as—

17 “(i) A documented comprehensive and
18 individualized psycho-educational evalua-
19 tion and diagnosis of an intellectual dis-
20 ability by a psychologist or other qualified
21 professional; or

22 “(ii) A record of the disability from a
23 local or State educational agency, or gov-
24 ernment agency, such as the Social Secu-
25 rity Administration or a vocational reha-

1 bilitation agency, that identifies the intel-
2 lectual disability.”.

3 (b) GRANTS.—Section 762 (20 U.S.C. 1140b) is
4 amended to read as follows:

5 **“SEC. 762. GRANTS AUTHORIZED.**

6 “(a) COMPETITIVE GRANTS AUTHORIZED TO SUP-
7 PORT POSTSECONDARY FACULTY, STAFF, AND ADMINIS-
8 TRATORS IN PROVIDING AN ACCESSIBLE EDUCATION.—

9 “(1) IN GENERAL.—From amounts appro-
10 priated under section 765C, the Secretary shall
11 award grants, on a competitive basis, to institutions
12 of higher education to enable the institutions to
13 carry out the activities under subsection (b).

14 “(2) AWARDS FOR PROFESSIONAL DEVELOP-
15 MENT AND TECHNICAL ASSISTANCE.—Not less than
16 5 grants shall be awarded to institutions of higher
17 education that provide professional development and
18 technical assistance in order to improve access to
19 and completion of postsecondary education for stu-
20 dents, including students with disabilities.

21 “(b) DURATION; ACTIVITIES.—

22 “(1) DURATION.—A grant under this subpart
23 shall be awarded for a period of 5 years.

1 “(2) AUTHORIZED ACTIVITIES.—A grant
2 awarded under this subpart shall be used to carry
3 out one or more of the following activities:

4 “(A) TEACHING METHODS AND STRATE-
5 GIES.—The development and implementation of
6 training to provide innovative, effective, and evi-
7 dence-based teaching methods and strategies,
8 consistent with the principles of universal de-
9 sign for learning, to provide postsecondary fac-
10 ulty, staff, and administrators with the skills
11 and supports necessary to teach and meet the
12 academic and programmatic needs of students
13 (including students with disabilities) in order to
14 improve the retention of such students in, and
15 the completion by such students of, postsec-
16 ondary education. Such methods and strategies
17 may include in-service training, professional de-
18 velopment, customized and general technical as-
19 sistance, workshops, summer institutes, dis-
20 tance learning, and training in the use of assist-
21 ive and educational technology.

22 “(B) IMPLEMENTING ACCOMMODATIONS.—
23 The development and implementation of train-
24 ing to provide postsecondary faculty, staff, and
25 administrators methods and strategies of pro-

1 viding appropriate accommodations for students
2 with disabilities, including descriptions of legal
3 obligations of the university to provide such ac-
4 commodations.

5 “(C) EFFECTIVE TRANSITION PRAC-
6 TICES.—The development and implementation
7 of innovative, effective, and evidence-based
8 teaching methods and strategies to provide
9 postsecondary faculty, staff, and administrators
10 with the skills and supports necessary to ensure
11 the successful and smooth transition of stu-
12 dents with disabilities from secondary school to
13 postsecondary education. The teaching methods
14 and strategies may include supporting students
15 in the development of self-advocacy skills to im-
16 prove transition to, and completion of, postsec-
17 ondary education.

18 “(D) DISTANCE LEARNING.—The develop-
19 ment and implementation of training to provide
20 innovative, effective, and evidence-based teach-
21 ing methods and strategies to enable postsec-
22 ondary faculty, staff, and administrators to pro-
23 vide accessible distance education programs or
24 classes that would enhance the access of stu-
25 dents (including students with disabilities) to

1 postsecondary education, including the use of
2 accessible curricula and electronic communica-
3 tion for instruction and advising.

4 “(E) CAREER PATHWAY GUIDANCE.—The
5 development and implementation of effective
6 and evidence-based teaching methods and strat-
7 egies to provide postsecondary faculty, staff,
8 and administrators with the ability to advise
9 students with disabilities with respect to their
10 chosen career pathway, which shall include—

11 “(i) supporting internships, appren-
12 ticeships, or work-based learning opportu-
13 nities;

14 “(ii) counseling on coursework to meet
15 the recognized educational credential or
16 recognized postsecondary credential appro-
17 priate for the field chosen;

18 “(iii) developing self-advocacy skills to
19 advocate for appropriate accommodations
20 once in the workplace; or

21 “(iv) support with selecting a career
22 pathway that leads to competitive, inte-
23 grated employment.

24 “(3) MANDATORY EVALUATION AND DISSEMI-
25 NATION.—An institution of higher education award-

1 ed a grant under this subpart shall evaluate and dis-
2 seminate to other institutions of higher education
3 the information obtained through the activities de-
4 scribed in subparagraphs (A) through (E) of para-
5 graph (2).

6 “(c) CONSIDERATIONS IN MAKING AWARDS.—In
7 awarding grants, contracts, or cooperative agreements
8 under this subpart, the Secretary shall consider the fol-
9 lowing:

10 “(1) GEOGRAPHIC DISTRIBUTION.—Providing
11 an equitable geographic distribution of such awards.

12 “(2) RURAL AND URBAN AREAS.—Distributing
13 such awards to urban and rural areas.

14 “(3) RANGE AND TYPE OF INSTITUTION.—En-
15 suring that the activities to be assisted are developed
16 for a range of types and sizes of institutions of high-
17 er education.

18 “(d) REPORTS.—

19 “(1) INITIAL REPORT.—Not later than one year
20 after the date of enactment of the PROSPER Act,
21 the Secretary shall prepare and submit to the au-
22 thORIZING committees, and make available to the pub-
23 lic, a report on all projects awarded grants under
24 this part, including a review of the activities and

1 program performance of such projects based on ex-
2 isting information as of the date of the report.

3 “(2) SUBSEQUENT REPORT.—Not later than
4 five years after the date of the first award of a grant
5 under this subpart after the date of enactment of
6 the PROSPER Act, the Secretary shall prepare and
7 submit to the authorizing committees, and make
8 available to the public, a report that—

9 “(A) reviews the activities and program
10 performance of the projects authorized under
11 this subpart; and

12 “(B) provides guidance and recommenda-
13 tions on how effective projects can be rep-
14 licated.

15 “(e) AUTHORIZATION OF APPROPRIATIONS.—

16 “(1) IN GENERAL.—Subject to paragraph (2),
17 there are authorized to be appropriated to carry out
18 this section \$10,000,000 for fiscal year 2019 and
19 each of the 5 succeeding fiscal years.

20 “(2) ADJUSTMENT FOR INFLATION.—

21 “(A) IN GENERAL.—The amount author-
22 ized to be appropriated under paragraph (1) for
23 fiscal year 2020 and each of the 4 succeeding
24 fiscal years shall be deemed increased by the
25 annual adjustment percentage.

1 “(B) DEFINITION.—In this paragraph, the
2 term ‘annual adjustment percentage’, as applied
3 to a fiscal year, means the estimated percentage
4 change in the Consumer Price Index (as deter-
5 mined by the Secretary, using the definition in
6 section 478(f)) for the most recent calendar
7 year ending before the beginning of that fiscal
8 year.”.

9 (c) APPLICATIONS.—Section 763 (20 U.S.C. 1140c)
10 is amended to read as follows:

11 **“SEC. 763. APPLICATIONS.**

12 “Each institution of higher education desiring to re-
13 ceive a grant under this subpart shall submit an applica-
14 tion to the Secretary at such time, in such manner, and
15 accompanied by such information as the Secretary may
16 require. Each application shall include—

17 “(1) a description of the activities authorized
18 under this subpart that the institution proposes to
19 carry out, and how such institution plans to conduct
20 such activities in order to further the purpose of this
21 subpart;

22 “(2) a description of how the institution con-
23 sulted with a broad range of people, including indi-
24 viduals with expertise in disability supports or spe-

1 cial education, within the institution to develop ac-
2 tivities for which assistance is sought;

3 “(3) a description of how the institution will co-
4 ordinate and collaborate with the office of accessi-
5 bility; and

6 “(4) a description of the extent to which the in-
7 stitution will work to replicate the research-based
8 and best practices of institutions of higher education
9 with demonstrated effectiveness in serving students
10 with disabilities.”.

11 (d) OFFICE OF ACCESSIBILITY.—Subpart 1 of part
12 D of title VI (20 U.S.C. 1440a et seq.) is amended—

13 (1) by redesignating section 765 as section
14 765C;

15 (2) by inserting after section 764 the following:

16 **“SEC. 765A. OFFICE OF ACCESSIBILITY.**

17 “(a) ESTABLISHMENT.—Each institution of higher
18 education shall establish an office of accessibility to de-
19 velop and implement policies to support students who
20 enter postsecondary education with disabilities and stu-
21 dents who acquire a disability while enrolled in an institu-
22 tion of higher education.

23 “(b) DUTIES.—Each office of accessibility shall—

24 “(1) inform students, during student orienta-
25 tion, about services provided at the institution of

1 higher education, and continually update such infor-
2 mation through the accessibility office’s website and
3 other communications to improve accessibility of
4 such services;

5 “(2) provide information to students regarding
6 accommodations and modifications provided by the
7 institution of higher education with respect to in-
8 ternships, practicums, work-based learning, appren-
9 ticeships, or other work-related environments that—

10 “(A) the student may engage in through
11 courses; or

12 “(B) are necessary for completion of a rec-
13 ognized educational credential or recognized
14 postsecondary credential;

15 “(3) provide information to students regarding
16 their legal rights under the Americans with Disabil-
17 ities Act (42 U.S.C. 12101 et seq.) and section 504
18 of the Rehabilitation Act (29 U.S.C. 794); and

19 “(4) in order to provide appropriate accom-
20 modations to students with disabilities, carry out the
21 following:

22 “(A) Adopt policies that, at a minimum,
23 make any of the following documentation sub-
24 mitted by a student sufficient to establish that
25 such student is an individual with a disability:

1 “(i) Documentation that the indi-
2 vidual has had an individualized education
3 program in accordance with section 614(d)
4 of the Individuals with Disabilities Edu-
5 cation Act (20 U.S.C. 1414(d)), including
6 an individualized education program that
7 may be not current or past-date on the
8 date of the determination.

9 “(ii) Documentation that the indi-
10 vidual has had a plan prepared under sec-
11 tion 504 of the Rehabilitation Act of 1973
12 (29 U.S.C. 794).

13 “(iii) A plan or record of service for
14 the individual from a private school, a local
15 educational agency, a State educational
16 agency, or an institution of higher edu-
17 cation provided in accordance with the
18 Americans with Disabilities Act of 1990
19 (42 U.S.C. 12101 et seq.).

20 “(iv) A record or evaluation from a li-
21 censed professional finding that the indi-
22 vidual has a disability.

23 “(v) A plan or record of disability
24 from another institution of higher edu-
25 cation.

1 “(vi) Documentation of a disability
2 due to service in the uniformed services, as
3 defined in section 484C(a).

4 “(B) Adopt policies that are transparent
5 and explicit regarding the process by which the
6 institution determines eligibility for accom-
7 modations.

8 “(C) Disseminate the information de-
9 scribed in subparagraph (B) to students, par-
10 ents, and faculty—

11 “(i) in an accessible format;

12 “(ii) during student orientation; and

13 “(iii) by making such information
14 readily available on a public website of the
15 institution.

16 “(D) If applicable, provide accommoda-
17 tions to students with mental health disabilities.

18 **“SEC. 765B. COMPETITIVE GRANT FOR INNOVATION AND**
19 **ACCESSABILITY.**

20 “(a) GRANTS AUTHORIZED.—

21 “(1) IN GENERAL.—From amounts appro-
22 priated under section 765C, the Secretary may
23 award grants on a competitive basis to institutions
24 of higher education to enable the institutions to

1 carry out the activities described under subsection
2 (c).

3 “(2) DURATION.—A grant under this subpart
4 shall be awarded for a period of 5 years.

5 “(3) CONSIDERATION IN MAKING AWARDS.—In
6 awarding grants under this subsection, the Secretary
7 shall consider the following:

8 “(A) Providing an equitable geographic
9 distribution of such awards.

10 “(B) Ensuring that the activities to be as-
11 sisted are developed for a range of types and
12 sizes of institutions of higher education.

13 “(b) APPLICATION.—Each institution of higher edu-
14 cation desiring to receive a grant under this subsection
15 shall submit an application to the Secretary at such time,
16 in such manner, and accompanied by such information as
17 the Secretary may require. Each application shall in-
18 clude—

19 “(1) a description of how the institution will
20 carry out the activities under this section;

21 “(2) a description of the consultation the insti-
22 tution has had with a broad range of people within
23 the institution, including individuals with expertise
24 in disability supports or special education, in devel-
25 oping the information under paragraph (1);

1 “(3) a plan for the sustainability of the pro-
2 gram after the end of the grant period; and

3 “(4) a written business plan for revenue and ex-
4 penditures to be provided to the Department under
5 subsection (d).

6 “(c) ACTIVITIES.—A grant awarded under this sec-
7 tion shall be used to—

8 “(1) develop and implement across the institu-
9 tion of higher education, a universal design for
10 learning framework for course design and instruc-
11 tional materials to improve campus-wide accessibility
12 to instruction, materials, and the learning environ-
13 ment; or

14 “(2) develop or improve distance education
15 courses consistent with the principles of universal
16 design for learning to improve accessibility of in-
17 struction and materials.

18 “(d) REPORTS.—

19 “(1) GRANT RECIPIENT REPORTS.—An institu-
20 tion of higher education awarded a grant under this
21 subpart shall evaluate and disseminate to other in-
22 stitutions of higher education, the information ob-
23 tained through the activities described in subsection
24 (c).

1 “(2) INITIAL REPORT BY SECRETARY.—Not
2 later than one year after the date of the enactment
3 of the PROSPER Act, the Secretary shall prepare
4 and submit to the authorizing committees, and make
5 available to the public, a report on all projects
6 awarded grants under this part, including a review
7 of the activities and program performance of such
8 projects based on existing information as of the date
9 of the report.

10 “(3) FINAL REPORT BY SECRETARY.—Not later
11 than 6 years after the date of the first award of a
12 grant under subsection (a), the Secretary shall pre-
13 pare and submit to the authorizing committees, and
14 make available to the public, a report that—

15 “(A) reviews the activities and program
16 performance of the projects authorized under
17 this subsection; and

18 “(B) provides guidance and recommenda-
19 tions on how effective projects can be rep-
20 licated.”; and

21 (3) by amending section 765C, as so redesign-
22 nated, to read as follows:

23 **“SEC. 765C. AUTHORIZATION OF APPROPRIATIONS.**

24 “(a) IN GENERAL.—Subject to subsection (b), there
25 are authorized to be appropriated to carry out section

1 765B \$10,000,000 for fiscal year 2019 and each of the
2 5 succeeding fiscal years.

3 “(b) ADJUSTMENT FOR INFLATION.—

4 “(1) IN GENERAL.—The amount authorized to
5 be appropriated under paragraph (1) for fiscal year
6 2020 and each of the 4 succeeding fiscal years shall
7 be deemed increased by the annual adjustment per-
8 centage.

9 “(2) DEFINITION.—In this paragraph, the term
10 ‘annual adjustment percentage’, as applied to a fis-
11 cal year, means the estimated percentage change in
12 the Consumer Price Index (as determined by the
13 Secretary, using the definition in section 478(f) for
14 the most recent calendar year ending before the be-
15 ginning of that fiscal year.”.

16 (e) PURPOSE.—Section 766 (20 U.S.C. 1140f) is
17 amended to read as follows:

18 **“SEC. 766. PURPOSE.**

19 “It is the purpose of this subpart to support inclusive
20 programs that promote the successful transition of stu-
21 dents with intellectual disabilities into higher education
22 and the earning of a recognized educational credential or
23 recognized postsecondary credential issued by the institu-
24 tion of higher education.”.

1 (f) PROGRAMS FOR STUDENTS WITH INTELLECTUAL
2 DISABILITIES.—Section 767 (20 U.S.C. 1140g) is amend-
3 ed to read as follows:

4 **“SEC. 767. INCLUSIVE HIGHER EDUCATION PROGRAMS FOR**
5 **STUDENTS WITH INTELLECTUAL DISABIL-**
6 **ITIES.**

7 “(a) GRANTS AUTHORIZED.—

8 “(1) IN GENERAL.—From amounts appro-
9 priated under section 769(a), the Secretary shall an-
10 nually award grants, on a competitive basis, to insti-
11 tutions of higher education (or consortia of institu-
12 tions of higher education), to enable the institutions
13 or consortia to create or expand high quality, inclu-
14 sive higher education programs for students with in-
15 tellectual disabilities.

16 “(2) ADMINISTRATION.—The program under
17 this section shall be administered by the office in the
18 Department that administers other postsecondary
19 education programs in consultation with the Office
20 of Special Education and Rehabilitative Services of
21 the Department of Education.

22 “(3) DURATION OF GRANTS.—A grant under
23 this section shall be awarded for a period of 5 years.

24 “(b) APPLICATION.—An institution of higher edu-
25 cation or a consortium desiring a grant under this section

1 shall submit an application to the Secretary at such time,
2 in such manner, and containing such information as the
3 Secretary may require.

4 “(c) AWARD BASIS.—In awarding grants under this
5 section, the Secretary shall—

6 “(1) provide for an equitable geographic dis-
7 tribution of such grants;

8 “(2) provide grant funds for inclusive higher
9 education programs for students with intellectual
10 disabilities that will serve areas that are underserved
11 by programs of this type;

12 “(3) in the case of an institution of higher edu-
13 cation that provides institutionally-owned or oper-
14 ated housing for students attending the institution,
15 award grants only to such institutions that integrate
16 students with intellectual disabilities into the hous-
17 ing offered to students without disabilities or to in-
18 stitutions that provide such integrated housing
19 through providing supports to students directly or
20 through partnerships with other organizations;

21 “(4) provide grant funds to encourage involve-
22 ment of students attending institutions of higher
23 education in the fields of special education, general
24 education, vocational rehabilitation, assistive tech-
25 nology, or related fields in the program;

1 “(5) select applications that—

2 “(A) demonstrate an existing comprehen-
3 sive transition and postsecondary education
4 program for students with intellectual disabili-
5 ties that is title IV eligible; or

6 “(B) agree to establish such a program;
7 and

8 “(6) give preference to applications submitted
9 under subsection (b) that agree to incorporate into
10 the inclusive higher education program for students
11 with intellectual disabilities carried out under the
12 grant one or more of the following elements:

13 “(A) The formation of a partnership with
14 any relevant agency serving students with intel-
15 lectual disabilities, such as a vocational rehabili-
16 tation agency.

17 “(B) Applications that represent geo-
18 graphically underserved States.

19 “(d) USE OF FUNDS; REQUIREMENTS.—An institu-
20 tion of higher education or consortium receiving a grant
21 under this section shall—

22 “(1) use the grant funds to establish an inclu-
23 sive higher education program for students with in-
24 tellectual disabilities that—

1 “(A) serves students with intellectual dis-
2 abilities;

3 “(B) provides individual supports and serv-
4 ices for the academic and social inclusion of
5 students with intellectual disabilities in aca-
6 demic courses, extracurricular activities, and
7 other aspects of the regular postsecondary pro-
8 gram;

9 “(C) with respect to the students with in-
10 tellectual disabilities participating in the pro-
11 gram, provides a focus on—

12 “(i) academic and career development;

13 “(ii) socialization and inclusion with
14 the general student population;

15 “(iii) independent living skills, includ-
16 ing self-advocacy skills; and

17 “(iv) integrated work experiences and
18 career skills that lead to competitive inte-
19 grated employment;

20 “(D) integrates person-centered planning
21 in the development of the course of study for
22 each student with an intellectual disability par-
23 ticipating in the program;

24 “(E) plans for the sustainability of the
25 program after the end of the grant period, with

1 a written business plan for revenue and expend-
2 itures to be provided to the Department by the
3 end of year 3; and

4 “(F) awards a recognized educational cre-
5 dential or recognized postsecondary credential
6 for students with intellectual disabilities upon
7 the completion of the program;

8 “(2) in the case of an institution of higher edu-
9 cation that provides institutionally owned or oper-
10 ated housing for students attending the institution
11 or integrated housing through providing supports to
12 students directly or through partnerships with other
13 organizations, provide for the integration of students
14 with intellectual disabilities into housing offered to
15 students without disabilities;

16 “(3) participate with the coordinating center es-
17 tablished under section 777(b) in the evaluation of
18 the program, including by regularly submitting data
19 on experiences and outcomes of individual students
20 participating in the program; and

21 “(4) partner with one or more local educational
22 agencies to support students with intellectual disabil-
23 ities participating in the program who are eligible
24 for special education and related services under the
25 Individuals with Disabilities Education Act (20

1 U.S.C. 1400 et seq.), including the use of funds
2 available under part B of such Act (20 U.S.C. 1411
3 et seq.) to support the participation of such students
4 in the program.

5 “(e) MATCHING REQUIREMENT.—An institution of
6 higher education (or consortium) that receives a grant
7 under this section shall provide matching funds toward the
8 cost of the inclusive higher education program for students
9 with intellectual disabilities carried out under the grant.
10 Such matching funds may be provided in cash or in-kind,
11 and shall be in an amount of not less than 25 percent
12 of the amount of such costs.

13 “(f) DATA COLLECTION AND TRANSMISSION.—

14 “(1) IN GENERAL.—An institution or consor-
15 tium receiving a grant under this section shall col-
16 lect and transmit to the coordinating center estab-
17 lished under section 777(b) on an annual basis for
18 each student who is enrolled in the program, stu-
19 dent-level information related to the experiences and
20 outcomes of students who participate in the inclusive
21 higher education program for students with intellec-
22 tual disabilities.

23 “(2) LONGITUDINAL DATA.—Each grantee shall
24 collect longitudinal outcome data from each student
25 participating in the program and transmit such data

1 to the coordinating center established under section
2 777(b). Such longitudinal data shall be collected for
3 every student each year for 5 years after the student
4 graduates from, or otherwise exits, the program.

5 “(3) DATA TO BE COLLECTED.—The program-
6 level information and data and student-level infor-
7 mation and data to be collected under this sub-
8 section shall include—

9 “(A) the number and type of postsec-
10 ondary education courses taken and completed
11 by the student;

12 “(B) credits the student earned and wheth-
13 er or not the student earned a recognized edu-
14 cational credential or recognized postsecondary
15 credential issued by the institution of higher
16 education;

17 “(C) academic outcomes;

18 “(D) competitive, integrated employment
19 outcomes;

20 “(E) independent living outcomes; and

21 “(F) social outcomes.

22 “(g) REPORT.—Not later than 5 years after the date
23 of the first grant awarded under this section, the Sec-
24 retary shall prepare and disseminate a report to the au-
25 thorizing committees and to the public that—

1 “(1) reviews the activities of the inclusive high-
2 er education programs for students with intellectual
3 disabilities funded under this section; and

4 “(2) provides guidance and recommendations
5 on how effective programs can be replicated.”.

6 (g) AUTHORIZATION OF APPROPRIATIONS.—Sub-
7 section (a) of section 769 (20 U.S.C. 1140i) is amended
8 to read as follows:

9 “(a) AUTHORIZATION OF APPROPRIATIONS.—

10 “(1) IN GENERAL.—Subject to paragraph (2),
11 there are authorized to be appropriated to carry out
12 this subpart \$15,000,000 for fiscal year 2019 and
13 each of the 5 succeeding fiscal years.

14 “(2) ADJUSTMENT FOR INFLATION.—

15 “(A) IN GENERAL.—The amount author-
16 ized to be appropriated under paragraph (1) for
17 fiscal year 2020 and each of the 4 succeeding
18 fiscal years shall be deemed increased by the
19 annual adjustment percentage.

20 “(B) DEFINITION.—In this paragraph, the
21 term ‘annual adjustment percentage’, as applied
22 to a fiscal year, means the estimated percentage
23 change in the Consumer Price Index (as deter-
24 mined by the Secretary, using the definition in
25 section 478(f)) for the most recent calendar

1 year ending before the beginning of that fiscal
2 year.”.

3 (h) NATIONAL TECHNICAL ASSISTANCE CENTER.—

4 Section 777 (20 U.S.C. 1140q) is amended to read as fol-
5 lows:

6 **“SEC. 777. NATIONAL TECHNICAL ASSISTANCE CENTER**
7 **AND COORDINATING CENTER FOR INCLU-**
8 **SION OF STUDENTS WITH INTELLECTUAL**
9 **DISABILITIES.**

10 “(a) NATIONAL TECHNICAL ASSISTANCE CENTER.—

11 “(1) IN GENERAL.—From amounts appro-
12 priated under paragraph (5), the Secretary shall
13 award a grant to, or enter into a contract or cooper-
14 ative agreement with, an eligible entity to provide
15 for the establishment and support of a National
16 Technical Assistance Center. The National Technical
17 Assistance Center shall carry out the duties set forth
18 in paragraph (4).

19 “(2) ADMINISTRATION.—The program under
20 this section shall be administered by the office in the
21 Department that administers other postsecondary
22 education programs in consultation with the Office
23 of Special Education and Rehabilitative Services.

24 “(3) ELIGIBLE ENTITY.—In this subpart, the
25 term ‘eligible entity’ means an institution of higher

1 education, a nonprofit organization, or partnership
2 of two or more such institutions or organizations,
3 with demonstrated expertise in—

4 “(A) transitioning students with disabili-
5 ties from secondary school to postsecondary
6 education;

7 “(B) supporting students with disabilities
8 in postsecondary education;

9 “(C) technical knowledge necessary for the
10 dissemination of information in accessible for-
11 mats; and

12 “(D) working with diverse types of institu-
13 tions of higher education, including community
14 colleges.

15 “(4) DUTIES.—The duties of the National
16 Technical Assistance Center shall include the fol-
17 lowing:

18 “(A) ASSISTANCE TO STUDENTS AND FAM-
19 ILIES.—The National Technical Assistance
20 Center shall provide information and technical
21 assistance to students with disabilities and the
22 families of students with disabilities to support
23 students across the broad spectrum of disabil-
24 ities, including—

1 “(i) information to assist individuals
2 with disabilities who are prospective stu-
3 dents of an institution of higher education
4 in planning for postsecondary education
5 while the students are in secondary school;

6 “(ii) information and technical assist-
7 ance provided to individualized education
8 program teams (as defined in section
9 614(d)(1) of the Individuals with Disabil-
10 ities Education Act) for secondary school
11 students with disabilities, and to early out-
12 reach and student services programs, in-
13 cluding programs authorized under sub-
14 parts 2, 4, and 5 of part A of title IV, to
15 support students across a broad spectrum
16 of disabilities with the successful transition
17 to postsecondary education;

18 “(iii) research-based supports, serv-
19 ices, and accommodations which are avail-
20 able in postsecondary settings, including
21 services provided by other agencies such as
22 vocational rehabilitation;

23 “(iv) information on student men-
24 toring and networking opportunities for
25 students with disabilities; and

1 “(v) effective recruitment and transi-
2 tion programs at postsecondary edu-
3 cational institutions.

4 “(B) ASSISTANCE TO INSTITUTIONS OF
5 HIGHER EDUCATION.—The National Technical
6 Assistance Center shall provide information and
7 technical assistance to faculty, staff, and ad-
8 ministrators of institutions of higher education
9 to improve the services provided to, the accom-
10 modations for, the retention rates of, and the
11 completion rates of, students with disabilities in
12 higher education settings, which may include—

13 “(i) collection and dissemination of
14 best and promising practices and materials
15 for accommodating and supporting stu-
16 dents with disabilities, including practices
17 and materials supported by the grants,
18 contracts, or cooperative agreements au-
19 thorized under subparts 1, 2, and 3;

20 “(ii) development and provision of
21 training modules for higher education fac-
22 ulty on exemplary practices for accommo-
23 dating and supporting postsecondary stu-
24 dents with disabilities across a range of
25 academic fields, which may include uni-

1 versal design for learning and practices
2 supported by the grants, contracts, or co-
3 operative agreements authorized under
4 subparts 1, 2, and 3; and

5 “(iii) development of technology-based
6 tutorials for higher education faculty and
7 staff, including new faculty and graduate
8 students, on best and promising practices
9 related to support and retention of stu-
10 dents with disabilities in postsecondary
11 education.

12 “(C) INFORMATION COLLECTION AND DIS-
13 SEMINATION.—The National Technical Assist-
14 ance Center shall be responsible for building,
15 maintaining, and updating a database of dis-
16 ability support services information with respect
17 to institutions of higher education, or for ex-
18 panding and updating an existing database of
19 disabilities support services information with re-
20 spect to institutions of higher education. Such
21 database shall be available to the general public
22 through a website built to high technical stand-
23 ards of accessibility practicable for the broad
24 spectrum of individuals with disabilities. Such

1 database and website shall include available in-
2 formation on—

3 “(i) disability documentation require-
4 ments;

5 “(ii) support services available;

6 “(iii) links to financial aid;

7 “(iv) accommodations policies;

8 “(v) accessible instructional materials;

9 “(vi) other topics relevant to students
10 with disabilities; and

11 “(vii) the information in the report
12 described in subparagraph (E).

13 “(D) DISABILITY SUPPORT SERVICES.—

14 The National Technical Assistance Center shall
15 work with organizations and individuals with
16 proven expertise related to disability support
17 services for postsecondary students with disabili-
18 ties to evaluate, improve, and disseminate in-
19 formation related to the delivery of high quality
20 disability support services at institutions of
21 higher education.

22 “(E) REVIEW AND REPORT.—Not later
23 than three years after the establishment of the
24 National Technical Assistance Center, and
25 every two years thereafter, the National Tech-

1 nical Assistance Center shall prepare and dis-
2 seminate a report to the Secretary and the au-
3 thorizing committees analyzing the condition of
4 postsecondary success for students with disabil-
5 ities. Such report shall include—

6 “(i) a review of the activities and the
7 effectiveness of the programs authorized
8 under this part;

9 “(ii) annual enrollment and gradua-
10 tion rates of students with disabilities in
11 institutions of higher education from pub-
12 licly reported data;

13 “(iii) recommendations for effective
14 postsecondary supports and services for
15 students with disabilities, and how such
16 supports and services may be widely imple-
17 mented at institutions of higher education;

18 “(iv) recommendations on reducing
19 barriers to full participation for students
20 with disabilities in higher education; and

21 “(v) a description of strategies with a
22 demonstrated record of effectiveness in im-
23 proving the success of such students in
24 postsecondary education.

1 “(F) STAFFING OF THE CENTER.—In hir-
2 ing employees of the National Technical Assist-
3 ance Center, the National Technical Assistance
4 Center shall consider the expertise and experi-
5 ence of prospective employees in providing
6 training and technical assistance to practi-
7 tioners.

8 “(5) AUTHORIZATION OF APPROPRIATIONS.—
9 There is authorized to be appropriated to carry out
10 this subsection \$10,000,000.

11 “(b) THE NATIONAL COORDINATING CENTER FOR
12 INCLUSION OF STUDENTS WITH INTELLECTUAL DISABIL-
13 ITIES.—

14 “(1) DEFINITION OF ELIGIBLE ENTITY.—In
15 this subsection, the term ‘eligible entity’ means an
16 entity, or a partnership of entities, that has dem-
17 onstrated expertise in the fields of—

18 “(A) higher education;

19 “(B) the education of students with intel-
20 lectual disabilities;

21 “(C) the development of inclusive higher
22 education programs for students with intellec-
23 tual disabilities; and

24 “(D) evaluation and technical assistance.

1 “(2) IN GENERAL.—From amounts appro-
2 priated under paragraph 7, the Secretary shall enter
3 into a cooperative agreement, on a competitive basis,
4 with an eligible entity for the purpose of establishing
5 a coordinating center for institutions of higher edu-
6 cation that offer inclusive higher education programs
7 for students with intellectual disabilities, including
8 institutions participating in grants authorized under
9 subpart 2, to provide technical assistance and eval-
10 uations for such programs, including systematic col-
11 lection of annual student and program data and fa-
12 cilitation of outcomes data of students with intellec-
13 tual disabilities.

14 “(3) ADMINISTRATION.—The program under
15 this subsection shall be administered by the office in
16 the Department that administers other postsec-
17 ondary education programs in consultation with the
18 Office of Special Education and Rehabilitative Serv-
19 ices.

20 “(4) DURATION.—The Secretary shall enter
21 into a cooperative agreement under this subsection
22 for a period of five years.

23 “(5) REQUIREMENTS OF COOPERATIVE AGREE-
24 MENT.—The eligible entity entering into a coopera-

1 tive agreement under this subsection shall establish
2 and maintain a coordinating center that shall—

3 “(A) serve as the technical assistance enti-
4 ty for all inclusive higher education programs
5 and comprehensive transition and postsec-
6 ondary programs for students with intellectual
7 disabilities;

8 “(B) provide technical assistance regarding
9 the development, evaluation, and continuous im-
10 provement of such programs;

11 “(C) evaluate such programs using quali-
12 tative and quantitative methodologies for meas-
13 uring program strengths in the areas of aca-
14 demic access, academic enrichment, socializa-
15 tion, competitive integrated employment, attain-
16 ment of a recognized educational credential or
17 recognized postsecondary credential, and inde-
18 pendent living;

19 “(D) create and maintain a database of
20 student and program level data reflecting imple-
21 mentation of the inclusive higher education pro-
22 gram that receives a grant under this subpart;

23 “(E) create and maintain a mechanism to
24 consolidate follow up data on student outcomes

1 collected by inclusive higher education programs
2 funded through previous grant cycles;

3 “(F) assist recipients of grants under sub-
4 part 2 in efforts to award a recognized edu-
5 cational credential or recognized postsecondary
6 credential to students with intellectual disabil-
7 ities upon the completion of such programs;

8 “(G) identify model memoranda of agree-
9 ment for use between or among institutions of
10 higher education and State and local agencies
11 providing funding for such programs;

12 “(H) develop recommendations for the nec-
13 essary components of such programs, such as—

14 “(i) academic, career and technical,
15 social, and independent living skills;

16 “(ii) evaluation of student progress;

17 “(iii) program administration and
18 evaluation;

19 “(iv) student eligibility;

20 “(v) issues regarding the equivalency
21 of a student’s participation in such pro-
22 grams to semester, trimester, quarter,
23 credit, or clock hours at an institution of
24 higher education, as the case may be; and

1 “(vi) access to student housing for
2 students participating in the inclusive
3 higher education programs, including ac-
4 commodations and services that support
5 independent living;

6 “(I) review and analyze—

7 “(i) policy impact of inclusive higher
8 education on Federal and State legislation;
9 and

10 “(ii) funding streams for such pro-
11 grams;

12 “(J) provide recommendations regarding
13 the funding streams described in paragraph
14 (H)(ii);

15 “(K) develop mechanisms for regular com-
16 munication, outreach and dissemination of in-
17 formation about inclusive higher education pro-
18 grams for students with intellectual disabilities
19 under subpart 2 between or among such pro-
20 grams and to families and prospective students;

21 “(L) host a meeting of all recipients of
22 grants under subpart 2 not less often than once
23 each year; and

24 “(M) convene a work group to continue the
25 development of and recommendations for model

1 criteria, standards, and components of inclusive
2 higher education programs and comprehensive
3 transition and postsecondary programs for stu-
4 dents with intellectual disabilities, that are ap-
5 propriate for the development of accreditation
6 standards—

7 “(i) which work group shall include—

8 “(I) an expert in higher edu-
9 cation;

10 “(II) an expert in special edu-
11 cation;

12 “(III) a disability organization
13 that represents students with intellec-
14 tual disabilities;

15 “(IV) a representative from the
16 National Advisory Committee on In-
17 stitutional Quality and Integrity; and

18 “(V) a representative of a re-
19 gional or national accreditation agen-
20 cy or association;

21 “(ii) the work group will carry out the
22 following activities—

23 “(I) conduct outreach to accred-
24 iting agencies;

1 “(II) develop a technical guid-
2 ance document to support implemen-
3 tation of the model standards;

4 “(III) develop and conduct a pro-
5 tocol for field testing and imple-
6 menting the model standards; and

7 “(IV) update recommendations
8 for the model standards, criteria, and
9 components of such programs, as ap-
10 plicable.

11 “(6) REPORT.—Not later than 5 years after the
12 date of the establishment of the coordinating center
13 under this subsection, the coordinating center shall
14 report to the Secretary, the authorizing committees,
15 and the National Advisory Committee on Institu-
16 tional Quality and Integrity on the activities de-
17 scribed in paragraph (5).

18 “(7) AUTHORIZATION OF APPROPRIATIONS.—

19 “(A) IN GENERAL.—Subject to subpara-
20 graph (B), there are authorized to be appro-
21 priated to carry out this Subpart \$2,500,000
22 for fiscal year 2019 and each of the 5 suc-
23 ceeding fiscal years.

24 “(B) ADJUSTMENT FOR INFLATION.—

1 “(i) IN GENERAL.—The amount au-
2 thorized to be appropriated under subpara-
3 graph (A) for fiscal year 2020 and each of
4 the 4 succeeding fiscal years shall be
5 deemed increased by the annual adjust-
6 ment percentage.

7 “(ii) DEFINITION.—In this paragraph,
8 the term ‘annual adjustment percentage’,
9 as applied to a fiscal year, means the esti-
10 mated percentage change in the Consumer
11 Price Index (as determined by the Sec-
12 retary, using the definition in section
13 478(f)) for the most recent calendar year
14 ending before the beginning of that fiscal
15 year.”.

16 (i) AUTHORIZATION OF APPROPRIATIONS.—Section
17 778 (20 U.S.C. 1140r) is repealed.

At the end of title VII add the following:

18 **SEC. 705. TRAINING FOR REALTIME WRITERS TO PROVIDE**
19 **CLOSED CAPTIONING AND COURT REPORT-**
20 **ING SERVICES.**

21 Subsection (e) of section 872 (20 U.S.C. 1161s(e))
22 is amended to read as follows:

23 “(e) AUTHORIZATION OF APPROPRIATIONS.—

1 “(1) IN GENERAL.—Subject to paragraph (2),
2 there are authorized to be appropriated to carry out
3 this section \$2,000,000 for fiscal year 2019 and
4 each of the 5 succeeding fiscal years.

5 “(2) ADJUSTMENT FOR INFLATION.—

6 “(A) IN GENERAL.—The amount author-
7 ized to be appropriated under paragraph (1) for
8 fiscal year 2020 and each of the 4 succeeding
9 fiscal years shall be deemed increased by the
10 annual adjustment percentage.

11 “(B) DEFINITION.—In this paragraph, the
12 term ‘annual adjustment percentage’, as applied
13 to a fiscal year, means the estimated percentage
14 change in the Consumer Price Index (as deter-
15 mined by the Secretary, using the definition in
16 section 478(f)) for the most recent calendar
17 year ending before the beginning of that fiscal
18 year.”.

Strike section 801(a).

