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. 1003(6)) is amended by striking “section 3(2)” and inserting “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 adding at the end the following:
5 “(30) The institution will submit, for inclusion
6 in the Integrated Postsecondary Education Data
7 System of the Department or any other Federal
postsecondary institution data collection effort, key data related to undergraduate and graduate students enrolled at the institution who are formally registered as students with disabilities with the institution's office of accessibility, including the total number of students with disabilities enrolled, the number of students accessing or receiving accommodation, the percentage of students with disabilities of all undergraduate students, and the total number of undergraduate certificates or degrees awarded to students with disabilities. An institution shall not be required to submit the information described in the preceding sentence if the number of such students would reveal personally identifiable information about an individual student.”.

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

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

Amend section 703 to read as follows:
SEC. 703. PROGRAMS TO PROVIDE STUDENTS WITH DISABILITIES WITH A QUALITY HIGHER EDUCATION.

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

“SEC. 760. DEFINITIONS.

“In this part:

“(1) COMPREHENSIVE TRANSITION AND POST-SECONDARY PROGRAM FOR STUDENTS WITH INTELLECTUAL DISABILITIES.—The term ‘comprehensive transition and postsecondary program for students with intellectual disabilities’ means a program that leads to a recognized educational credential or recognized postsecondary credential issued by an institution of higher education that meets each of the following requirements:

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

“(B) Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for competitive integrated employment.

“(C) Includes student advising and a program of study.
“(D) Requires students with intellectual disabilities to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic and career development components and occurring through 1 or more of the following activities:

“(i) Regular enrollment in credit-bearing courses with students without disabilities that are offered by the institution.

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

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

“(iv) Participation in internships, apprenticeships, or work-based experiences in competitive integrated settings for a semester, or multiple semesters.

“(E) Requires students with intellectual disabilities to be socially and academically inte-
grated with students without disabilities to the
maximum extent practicable.

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

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

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

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

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

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

“(i) intellectual and cognitive func-
tioning; and
“(ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and

“(B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act 20 U.S.C. 1400 et seq..

“(C) or, in the case of a student who has not currently or formerly been found eligible for a free appropriate education under the Individuals with Disabilities Education Act, or a student who has not previously been found eligible as a student with an intellectual disability under IDEA, documentation establishing that the student has an intellectual disability, such as—

“(i) A documented comprehensive and individualized psycho-educational evaluation and diagnosis of an intellectual disability by a psychologist or other qualified professional; or

“(ii) A record of the disability from a local or State educational agency, or government agency, such as the Social Security Administration or a vocational reha-
bilitation agency, that identifies the intellectual disability.”.

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

“SEC. 762. GRANTS AUTHORIZED.

“(a) Competitive Grants Authorized to Support Postsecondary Faculty, Staff, and Administrators in Providing an Accessible Education.—

“(1) In general.—From amounts appropriated under section 765C, the Secretary shall award grants, on a competitive basis, to institutions of higher education to enable the institutions to carry out the activities under subsection (b).

“(2) Awards for professional development and technical assistance.—Not less than 5 grants shall be awarded to institutions of higher education that provide professional development and technical assistance in order to improve access to and completion of postsecondary education for students, including students with disabilities.

“(b) Duration; Activities.—

“(1) Duration.—A grant under this subpart shall be awarded for a period of 5 years.
“(2) AUTHORIZED ACTIVITIES.—A grant awarded under this subpart shall be used to carry out one or more of the following activities:

“(A) TEACHING METHODS AND STRATEGIES.—The development and implementation of training to provide innovative, effective, and evidence-based teaching methods and strategies, consistent with the principles of universal design for learning, to provide postsecondary faculty, staff, and administrators with the skills and supports necessary to teach and meet the academic and programmatic needs of students (including students with disabilities) in order to improve the retention of such students in, and the completion by such students of, postsecondary education. Such methods and strategies may include in-service training, professional development, customized and general technical assistance, workshops, summer institutes, distance learning, and training in the use of assistive and educational technology.

“(B) IMPLEMENTING ACCOMMODATIONS.—The development and implementation of training to provide postsecondary faculty, staff, and administrators methods and strategies of pro-
viding appropriate accommodations for students with disabilities, including descriptions of legal obligations of the university to provide such accommodations.

“(C) Effective transition practices.—The development and implementation of innovative, effective, and evidence-based teaching methods and strategies to provide postsecondary faculty, staff, and administrators with the skills and supports necessary to ensure the successful and smooth transition of students with disabilities from secondary school to postsecondary education. The teaching methods and strategies may include supporting students in the development of self-advocacy skills to improve transition to, and completion of, postsecondary education.

“(D) Distance learning.—The development and implementation of training to provide innovative, effective, and evidence-based teaching methods and strategies to enable postsecondary faculty, staff, and administrators to provide accessible distance education programs or classes that would enhance the access of students (including students with disabilities) to
postsecondary education, including the use of accessible curricula and electronic communication for instruction and advising.

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

“(i) supporting internships, apprenticeships, or work-based learning opportunities;

“(ii) counseling on coursework to meet the recognized educational credential or recognized postsecondary credential appropriate for the field chosen;

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

“(iv) support with selecting a career pathway that leads to competitive, integrated employment.

“(3) MANDATORY EVALUATION AND DISSEMINATION.—An institution of higher education award-
ed a grant under this subpart shall evaluate and dis-
seminate to other institutions of higher education
the information obtained through the activities de-
scribed in subparagraphs (A) through (E) of para-
graph (2).

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

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

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

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

“(d) REPORTS.—

“(1) INITIAL REPORT.—Not later than one year
after the date of enactment of the PROSPER Act,
the Secretary shall prepare and submit to the au-
Thorizing committees, and make available to the pub-
lic, a report on all projects awarded grants under
this part, including a review of the activities and
program performance of such projects based on existing information as of the date of the report.

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

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

“(B) provides guidance and recommendations on how effective projects can be replicated.

“(e) Authorization of Appropriations.—

“(1) In general.—Subject to paragraph (2), there are authorized to be appropriated to carry out this section $10,000,000 for fiscal year 2019 and each of the 5 succeeding fiscal years.

“(2) Adjustment for inflation.—

“(A) In general.—The amount authorized to be appropriated under paragraph (1) for fiscal year 2020 and each of the 4 succeeding fiscal years shall be deemed increased by the annual adjustment percentage.
“(B) DEFINITION.—In this paragraph, the
term ‘annual adjustment percentage’, as applied
to a fiscal year, means the estimated percentage
change in the Consumer Price Index (as deter-
dined by the Secretary, using the definition in
section 478(f)) for the most recent calendar
year ending before the beginning of that fiscal
year.”.

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

“SEC. 763. APPLICATIONS.

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

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

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

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

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

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

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

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

(2) by inserting after section 764 the following:

“SEC. 765A. OFFICE OF ACCESSIBILITY.

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

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

“(1) inform students, during student orienta-
tion, about services provided at the institution of
higher education, and continually update such information through the accessibility office’s website and other communications to improve accessibility of such services;

“(2) provide information to students regarding accommodations and modifications provided by the institution of higher education with respect to internships, practicums, work-based learning, apprenticeships, or other work-related environments that—

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

“(B) are necessary for completion of a recognized educational credential or recognized postsecondary credential;

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

“(4) in order to provide appropriate accommodations to students with disabilities, carry out the following:

“(A) Adopt policies that, at a minimum, make any of the following documentation submitted by a student sufficient to establish that such student is an individual with a disability:
“(i) Documentation that the individual has had an individualized education program in accordance with section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)), including an individualized education program that may be not current or past-date on the date of the determination.

“(ii) Documentation that the individual has had a plan prepared under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).

“(iii) A plan or record of service for the individual from a private school, a local educational agency, a State educational agency, or an institution of higher education provided in accordance with the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.).

“(iv) A record or evaluation from a licensed professional finding that the individual has a disability.

“(v) A plan or record of disability from another institution of higher education.
“(vi) Documentation of a disability due to service in the uniformed services, as defined in section 484C(a).

“(B) Adopt policies that are transparent and explicit regarding the process by which the institution determines eligibility for accommodations.

“(C) Disseminate the information described in subparagraph (B) to students, parents, and faculty—

“(i) in an accessible format;

“(ii) during student orientation; and

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

“(D) If applicable, provide accommodations to students with mental health disabilities.

“SEC. 765B. COMPETITIVE GRANT FOR INNOVATION AND ACCESSIBILITY.

“(a) GRANTS AUTHORIZED.—

“(1) IN GENERAL.—From amounts appropriated under section 765C, the Secretary may award grants on a competitive basis to institutions of higher education to enable the institutions to
carry out the activities described under subsection (e).

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

“(3) Consideration in Making Awards.—In awarding grants under this subsection, the Secretary shall consider the following:

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

“(B) Ensuring that the activities to be assisted are developed for a range of types and sizes of institutions of higher education.

“(b) Application.—Each institution of higher education desiring to receive a grant under this subsection shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each application shall include—

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

“(2) a description of the consultation the institution has had with a broad range of people within the institution, including individuals with expertise in disability supports or special education, in developing the information under paragraph (1);
“(3) a plan for the sustainability of the program after the end of the grant period; and

“(4) a written business plan for revenue and expenditures to be provided to the Department under subsection (d).

“(c) Activities.—A grant awarded under this section shall be used to—

“(1) develop and implement across the institution of higher education, a universal design for learning framework for course design and instructional materials to improve campus-wide accessibility to instruction, materials, and the learning environment; or

“(2) develop or improve distance education courses consistent with the principles of universal design for learning to improve accessibility of instruction and materials.

“(d) Reports.—

“(1) Grant Recipient Reports.—An institution of higher education awarded a grant under this subpart shall evaluate and disseminate to other institutions of higher education, the information obtained through the activities described in subsection (c).
“(2) INITIAL REPORT BY SECRETARY.—Not later than one year after the date of the enactment of the PROSPER Act, the Secretary shall prepare and submit to the authorizing committees, and make available to the public, a report on all projects awarded grants under this part, including a review of the activities and program performance of such projects based on existing information as of the date of the report.

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

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

“(B) provides guidance and recommendations on how effective projects can be replicated.”; and

(3) by amending section 765C, as so redesignated, to read as follows:

“SEC. 765C. AUTHORIZATION OF APPROPRIATIONS.

“(a) IN GENERAL.—Subject to subsection (b), there are authorized to be appropriated to carry out section
765B $10,000,000 for fiscal year 2019 and each of the
5 succeeding fiscal years.

“(b) ADJUSTMENT FOR INFLATION.—

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

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

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

“SEC. 766. PURPOSE.

“It is the purpose of this subpart to support inclusive
programs that promote the successful transition of stu-
dents with intellectual disabilities into higher education
and the earning of a recognized educational credential or
recognized postsecondary credential issued by the institu-
tion of higher education.”.
(f) Programs for Students with Intellectual Disabilities.—Section 767 (20 U.S.C. 1140g) is amended to read as follows:

“SEC. 767. INCLUSIVE HIGHER EDUCATION PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES.

“(a) Grants Authorized.—

“(1) In general.—From amounts appropriated under section 769(a), the Secretary shall annually award grants, on a competitive basis, to institutions of higher education (or consortia of institutions of higher education), to enable the institutions or consortia to create or expand high quality, inclusive higher education programs for students with intellectual disabilities.

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

“(3) Duration of grants.—A grant under this section shall be awarded for a period of 5 years.

“(b) Application.—An institution of higher education or a consortium desiring a grant under this section
shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

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

“(1) provide for an equitable geographic distribution of such grants;

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

“(3) in the case of an institution of higher education that provides institutionally-owned or operated housing for students attending the institution, award grants only to such institutions that integrate students with intellectual disabilities into the housing offered to students without disabilities or to institutions that provide such integrated housing through providing supports to students directly or through partnerships with other organizations;

“(4) provide grant funds to encourage involvement of students attending institutions of higher education in the fields of special education, general education, vocational rehabilitation, assistive technology, or related fields in the program;
“(5) select applications that—

“(A) demonstrate an existing comprehensive transition and postsecondary education program for students with intellectual disabilities that is title IV eligible; or

“(B) agree to establish such a program;

and

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

“(A) The formation of a partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.

“(B) Applications that represent geographically underserved States.

“(d) USE OF FUNDS; REQUIREMENTS.—An institution of higher education or consortium receiving a grant under this section shall—

“(1) use the grant funds to establish an inclusive higher education program for students with intellectual disabilities that—
“(A) serves students with intellectual disabilities;

“(B) provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the regular postsecondary program;

“(C) with respect to the students with intellectual disabilities participating in the program, provides a focus on—

“(i) academic and career development;

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

“(iii) independent living skills, including self-advocacy skills; and

“(iv) integrated work experiences and career skills that lead to competitive integrated employment;

“(D) integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the program;

“(E) plans for the sustainability of the program after the end of the grant period, with
a written business plan for revenue and expenditures to be provided to the Department by the end of year 3; and

“(F) awards a recognized educational credential or recognized postsecondary credential for students with intellectual disabilities upon the completion of the program;

“(2) in the case of an institution of higher education that provides institutionally owned or operated housing for students attending the institution or integrated housing through providing supports to students directly or through partnerships with other organizations, provide for the integration of students with intellectual disabilities into housing offered to students without disabilities;

“(3) participate with the coordinating center established under section 777(b) in the evaluation of the program, including by regularly submitting data on experiences and outcomes of individual students participating in the program; and

“(4) partner with one or more local educational agencies to support students with intellectual disabilities participating in the program who are eligible for special education and related services under the Individuals with Disabilities Education Act (20
U.S.C. 1400 et seq.), including the use of funds available under part B of such Act (20 U.S.C. 1411 et seq.) to support the participation of such students in the program.

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

“(f) DATA COLLECTION AND TRANSMISSION.—

“(1) IN GENERAL.—An institution or consortium receiving a grant under this section shall collect and transmit to the coordinating center established under section 777(b) on an annual basis for each student who is enrolled in the program, student-level information related to the experiences and outcomes of students who participate in the inclusive higher education program for students with intellectual disabilities.

“(2) LONGITUDINAL DATA.—Each grantee shall collect longitudinal outcome data from each student participating in the program and transmit such data
to the coordinating center established under section 777(b). Such longitudinal data shall be collected for every student each year for 5 years after the student graduates from, or otherwise exits, the program.

“(3) DATA TO BE COLLECTED.—The program-level information and data and student-level information and data to be collected under this subsection shall include—

“(A) the number and type of postsecondary education courses taken and completed by the student;

“(B) credits the student earned and whether or not the student earned a recognized educational credential or recognized postsecondary credential issued by the institution of higher education;

“(C) academic outcomes;

“(D) competitive, integrated employment outcomes;

“(E) independent living outcomes; and

“(F) social outcomes.

“(g) REPORT.—Not later than 5 years after the date of the first grant awarded under this section, the Secretary shall prepare and disseminate a report to the authorizing committees and to the public that—
“(1) reviews the activities of the inclusive higher education programs for students with intellectual disabilities funded under this section; and

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

(g) Authorization of Appropriations.—Subsection (a) of section 769 (20 U.S.C. 1140i) is amended to read as follows:

“(a) Authorization of Appropriations.—

“(1) In General.—Subject to paragraph (2), there are authorized to be appropriated to carry out this subpart $15,000,000 for fiscal year 2019 and each of the 5 succeeding fiscal years.

“(2) Adjustment for Inflation.—

“(A) In General.—The amount authorized to be appropriated under paragraph (1) for fiscal year 2020 and each of the 4 succeeding fiscal years shall be deemed increased by the annual adjustment percentage.

“(B) Definition.—In this paragraph, the term ‘annual adjustment percentage’, as applied to a fiscal year, means the estimated percentage change in the Consumer Price Index (as determined by the Secretary, using the definition in section 478(f)) for the most recent calendar
year ending before the beginning of that fiscal year.”.

(h) National Technical Assistance Center.—

Section 777 (20 U.S.C. 1140q) is amended to read as follows:

“SEC. 777. NATIONAL TECHNICAL ASSISTANCE CENTER AND COORDINATING CENTER FOR INCLUSION OF STUDENTS WITH INTELLECTUAL DISABILITIES.

“(a) National Technical Assistance Center.—

“(1) In general.—From amounts appropriated under paragraph (5), the Secretary shall award a grant to, or enter into a contract or cooperative agreement with, an eligible entity to provide for the establishment and support of a National Technical Assistance Center. The National Technical Assistance Center shall carry out the duties set forth in paragraph (4).

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

“(3) Eligible entity.—In this subpart, the term ‘eligible entity’ means an institution of higher
education, a nonprofit organization, or partnership of two or more such institutions or organizations, with demonstrated expertise in—

“(A) transitioning students with disabilities from secondary school to postsecondary education;

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

“(C) technical knowledge necessary for the dissemination of information in accessible formats; and

“(D) working with diverse types of institutions of higher education, including community colleges.

“(4) DUTIES.—The duties of the National Technical Assistance Center shall include the following:

“(A) ASSISTANCE TO STUDENTS AND FAMILIES.—The National Technical Assistance Center shall provide information and technical assistance to students with disabilities and the families of students with disabilities to support students across the broad spectrum of disabilities, including—
“(i) information to assist individuals with disabilities who are prospective students of an institution of higher education in planning for postsecondary education while the students are in secondary school;

“(ii) information and technical assistance provided to individualized education program teams (as defined in section 614(d)(1) of the Individuals with Disabilities Education Act) for secondary school students with disabilities, and to early outreach and student services programs, including programs authorized under subparts 2, 4, and 5 of part A of title IV, to support students across a broad spectrum of disabilities with the successful transition to postsecondary education;

“(iii) research-based supports, services, and accommodations which are available in postsecondary settings, including services provided by other agencies such as vocational rehabilitation;

“(iv) information on student mentoring and networking opportunities for students with disabilities; and
“(v) effective recruitment and transition programs at postsecondary educational institutions.

“(B) ASSISTANCE TO INSTITUTIONS OF HIGHER EDUCATION.—The National Technical Assistance Center shall provide information and technical assistance to faculty, staff, and administrators of institutions of higher education to improve the services provided to, the accommodations for, the retention rates of, and the completion rates of, students with disabilities in higher education settings, which may include—

“(i) collection and dissemination of best and promising practices and materials for accommodating and supporting students with disabilities, including practices and materials supported by the grants, contracts, or cooperative agreements authorized under subparts 1, 2, and 3;

“(ii) development and provision of training modules for higher education faculty on exemplary practices for accommodating and supporting postsecondary students with disabilities across a range of academic fields, which may include uni-
versal design for learning and practices supported by the grants, contracts, or co-
operative agreements authorized under subparts 1, 2, and 3; and

“(iii) development of technology-based tutorials for higher education faculty and staff, including new faculty and graduate students, on best and promising practices related to support and retention of students with disabilities in postsecondary education.

“(C) INFORMATION COLLECTION AND DISSEMINATION.—The National Technical Assistance Center shall be responsible for building, maintaining, and updating a database of disability support services information with respect to institutions of higher education, or for expanding and updating an existing database of disabilities support services information with respect to institutions of higher education. Such database shall be available to the general public through a website built to high technical standards of accessibility practicable for the broad spectrum of individuals with disabilities. Such
database and website shall include available in-
formation on—

“(i) disability documentation require-
ments;

“(ii) support services available;

“(iii) links to financial aid;

“(iv) accommodations policies;

“(v) accessible instructional materials;

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

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

“(D) DISABILITY SUPPORT SERVICES.—
The National Technical Assistance Center shall
work with organizations and individuals with
proven expertise related to disability support
services for postsecondary students with disabil-
ities to evaluate, improve, and disseminate in-
formation related to the delivery of high quality
disability support services at institutions of
higher education.

“(E) REVIEW AND REPORT.—Not later
than three years after the establishment of the
National Technical Assistance Center, and
every two years thereafter, the National Tech-
nical Assistance Center shall prepare and dis-
seminate a report to the Secretary and the au-
thorizing committees analyzing the condition of
postsecondary success for students with disabil-
ities. Such report shall include—

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

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

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

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

“(v) a description of strategies with a
demonstrated record of effectiveness in im-
proving the success of such students in
postsecondary education.
“(F) Staffing of the Center.—In hiring employees of the National Technical Assistance Center, the National Technical Assistance Center shall consider the expertise and experience of prospective employees in providing training and technical assistance to practitioners.

“(5) Authorization of Appropriations.—There is authorized to be appropriated to carry out this subsection $10,000,000.

“(b) The National Coordinating Center for Inclusion of Students With Intellectual Disabilities.—

“(1) Definition of Eligible Entity.—In this subsection, the term ‘eligible entity’ means an entity, or a partnership of entities, that has demonstrated expertise in the fields of—

“(A) higher education;

“(B) the education of students with intellectual disabilities;

“(C) the development of inclusive higher education programs for students with intellectual disabilities; and

“(D) evaluation and technical assistance.
“(2) IN GENERAL.—From amounts appropriated under paragraph 7, the Secretary shall enter into a cooperative agreement, on a competitive basis, with an eligible entity for the purpose of establishing a coordinating center for institutions of higher education that offer inclusive higher education programs for students with intellectual disabilities, including institutions participating in grants authorized under subpart 2, to provide technical assistance and evaluations for such programs, including systematic collection of annual student and program data and facilitation of outcomes data of students with intellectual disabilities.

“(3) ADMINISTRATION.—The program under this subsection shall be administered by the office in the Department that administers other postsecondary education programs in consultation with the Office of Special Education and Rehabilitative Services.

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

“(5) REQUIREMENTS OF COOPERATIVE AGREEMENT.—The eligible entity entering into a coopera-
tive agreement under this subsection shall establish and maintain a coordinating center that shall—

“(A) serve as the technical assistance entity for all inclusive higher education programs and comprehensive transition and postsecondary programs for students with intellectual disabilities;

“(B) provide technical assistance regarding the development, evaluation, and continuous improvement of such programs;

“(C) evaluate such programs using qualitative and quantitative methodologies for measuring program strengths in the areas of academic access, academic enrichment, socialization, competitive integrated employment, attainment of a recognized educational credential or recognized postsecondary credential, and independent living;

“(D) create and maintain a database of student and program level data reflecting implementation of the inclusive higher education program that receives a grant under this subpart;

“(E) create and maintain a mechanism to consolidate follow up data on student outcomes
collected by inclusive higher education programs funded through previous grant cycles;

“(F) assist recipients of grants under sub-
part 2 in efforts to award a recognized edu-
cational credential or recognized postsecondary credential to students with intellectual disabili-
ties upon the completion of such programs;

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

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

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

“(ii) evaluation of student progress;

“(iii) program administration and evaluation;

“(iv) student eligibility;

“(v) issues regarding the equivalency of a student’s participation in such pro-
grams to semester, trimester, quarter, credit, or clock hours at an institution of higher education, as the case may be; and
“(vi) access to student housing for students participating in the inclusive higher education programs, including accommodations and services that support independent living;

“(I) review and analyze—

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

“(ii) funding streams for such programs;

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

“(K) develop mechanisms for regular communication, outreach and dissemination of information about inclusive higher education programs for students with intellectual disabilities under subpart 2 between or among such programs and to families and prospective students;

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

“(M) convene a work group to continue the development of and recommendations for model
criteria, standards, and components of inclusive higher education programs and comprehensive transition and postsecondary programs for students with intellectual disabilities, that are appropriate for the development of accreditation standards—

“(i) which work group shall include—

“(I) an expert in higher education;

“(II) an expert in special education;

“(III) a disability organization that represents students with intellectual disabilities;

“(IV) a representative from the National Advisory Committee on Institutional Quality and Integrity; and

“(V) a representative of a regional or national accreditation agency or association;

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

“(I) conduct outreach to accredit-
“(II) develop a technical guidance document to support implementation of the model standards;

“(III) develop and conduct a protocol for field testing and implementing the model standards; and

“(IV) update recommendations for the model standards, criteria, and components of such programs, as applicable.

“(6) Report.—Not later than 5 years after the date of the establishment of the coordinating center under this subsection, the coordinating center shall report to the Secretary, the authorizing committees, and the National Advisory Committee on Institutional Quality and Integrity on the activities described in paragraph (5).

“(7) Authorization of Appropriations.—

“(A) In general.—Subject to subparagraph (B), there are authorized to be appropriated to carry out this Subpart $2,500,000 for fiscal year 2019 and each of the 5 succeeding fiscal years.

“(B) Adjustment for Inflation.—
“(i) IN GENERAL.—The amount authorized to be appropriated under subparagraph (A) for fiscal year 2020 and each of the 4 succeeding fiscal years shall be deemed increased by the annual adjustment percentage.

“(ii) DEFINITION.—In this paragraph, the term ‘annual adjustment percentage’, as applied to a fiscal year, means the estimated percentage change in the Consumer Price Index (as determined by the Secretary, using the definition in section 478(f)) for the most recent calendar year ending before the beginning of that fiscal year.”.

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

At the end of title VII add the following:

SEC. 705. TRAINING FOR REALTIME WRITERS TO PROVIDE CLOSED CAPTIONING AND COURT REPORTING SERVICES.

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

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

“(2) ADJUSTMENT FOR INFLATION.—

“(A) IN GENERAL.—The amount authorized to be appropriated under paragraph (1) for fiscal year 2020 and each of the 4 succeeding fiscal years shall be deemed increased by the annual adjustment percentage.

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

Strike section 801(a).