

113TH CONGRESS
1ST SESSION

H. R. 509

To amend the Rehabilitation Act of 1973 to authorize grants for the transition of youths with significant disabilities to adulthood, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 5, 2013

Mr. HARPER (for himself and Mrs. McMORRIS RODGERS) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend the Rehabilitation Act of 1973 to authorize grants for the transition of youths with significant disabilities to adulthood, and for other purposes.

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Transition toward Ex-
5 cellence, Achievement, and Mobility through Employment
6 Act of 2013” or “TEAM-Employment Act of 2013”.

7 **SEC. 2. FINDINGS AND PURPOSES.**

8 (a) FINDINGS.—Congress finds the following:

1 (1) Disability is a natural part of the human
2 experience and in no way should diminish the oppor-
3 tunity of citizens with disabilities, including individ-
4 uals with the most significant disabilities, for full
5 participation in society (including school, work, fam-
6 ily, social engagement, interpersonal relationships,
7 and community), independent living, and economic
8 self sufficiency.

9 (2) Self-determination and informed choice are
10 essential elements in all program and service op-
11 tions.

12 (3) Work for pay (employment) is a valued ac-
13 tivity both for individuals and society. Employment
14 provides both tangible and intangible benefits. Em-
15 ployment helps people achieve independence and eco-
16 nomic self-sufficiency. Employment also gives people
17 purpose, dignity, self-esteem, and a sense of accom-
18 plishment and pride as well as an ability to con-
19 tribute to society as a whole.

20 (4) Individuals with disabilities, including those
21 with the most significant disabilities, should enjoy a
22 presumption that they can achieve integrated em-
23 ployment with appropriate services and supports.

24 (5) More than 30 years of research and experi-
25 ence demonstrates that all youth, including youth

1 with disabilities, achieve better outcomes when they
2 have access to—

3 (A) high-quality standards-based education
4 in an inclusive setting;

5 (B) information about career options and
6 exposure to the world of work, including struc-
7 tured internships;

8 (C) participation in post-secondary edu-
9 cation;

10 (D) opportunities to develop social, civic,
11 and leadership skills;

12 (E) strong connections to caring adults;

13 (F) safe places to interact with their peers;
14 and

15 (G) support services and specific accom-
16 modations to allow them to become independent
17 adults.

18 (6) The diverse and complex needs of today's
19 youth cannot be met by one's family, school district,
20 government program, or private organization acting
21 alone. The successful transition of all youth to adult-
22 hood and a productive, independent, self-sufficient
23 life demands coordination and collaboration across
24 agencies, along with an integrated services approach

1 to serving youth at the Federal, State, and local lev-
2 els.

3 (b) PURPOSES.—The purposes of this Act are the fol-
4 lowing:

5 (1) To create a systemic focus on cultivating
6 the high expectations for youth with significant dis-
7 abilities to transition successfully into adulthood and
8 be able to work in integrated employment, earn a
9 liveable wage, and live independently in integrated
10 communities through public policies that advance
11 equality of opportunity, informed choice, employ-
12 ment first principles, and economic self-sufficiency.

13 (2) To promote innovative strategies to foster
14 academic, professional, and social inclusion, and the
15 solidification of long-term services and supports re-
16 quired to ensure full integration into the society (in-
17 cluding school, work, family, social engagement,
18 interpersonal relationships, and community living).

19 (3) To better define and coordinate specific
20 services related to the effective transition of youth
21 with significant disabilities.

22 (4) To eliminate barriers and provide incentives
23 for multiple stakeholders to collaborate and improve
24 transition services for youth with significant disabil-
25 ities.

1 (5) To create a holistic system across multiple
2 Federal, State, and local public entities promoting
3 employment first strategies and the successful tran-
4 sition of youth with significant disabilities into
5 adulthood through strengthened coordination among
6 and between public entities, including the alignment
7 of planning processes, implementation systems, and
8 funding streams.

9 (6) To align, enhance, and improve performance
10 and accountability measures among public entities
11 involved in the transition of youth with significant
12 disabilities into adulthood.

13 (7) To provide financial incentives to States to
14 align their planning processes across and within
15 public entities involved in transitioning, strengthen
16 and coordinate regulations to ensure cross-agency
17 emphasis on the promotion of employment first poli-
18 cies and practices, and rebalance resources toward
19 an employment first paradigm to focus on the pre-
20 ferred outcomes of advancing integrated employ-
21 ment, economic self-sufficiency, independent living,
22 and community participation for youth and adults
23 with significant disabilities.

24 (8) To ensure proper level of professional devel-
25 opment training of publicly financed service delivery

1 professionals involved in the transition of youth with
2 significant disabilities into adulthood on evidence-
3 based promising practices.

4 **SEC. 3. DEFINITIONS.**

5 (a) ASSESSMENT FOR DETERMINING ELIGIBILITY
6 AND VOCATIONAL REHABILITATION NEEDS.—Section
7 7(2) of the Rehabilitation Act of 1973 (29 U.S.C. 705(2))
8 is amended—

9 (1) in subparagraph (B)—

10 (A) in clause (iii), by striking “and” at the
11 end;

12 (B) in clause (iv), by adding “and” at the
13 end; and

14 (C) by adding at the end the following new
15 clause:

16 “(v) uses, to the maximum extent pos-
17 sible, information obtained from experi-
18 ences in integrated employment settings in
19 the community and other integrated com-
20 munity settings, and does not include in-
21 formation from assessments of experiences
22 in sheltered workshops and similar seg-
23 regated settings;” and

24 (2) by adding at the end the following:

1 “Such term shall be based on the presumption that
2 the individual is capable of attaining post-secondary
3 education, integrated employment, or both.”.

4 (b) SUPPORTED EMPLOYMENT.—Section 7(35) of the
5 Rehabilitation Act of 1973 (29 U.S.C. 705(35)) is amend-
6 ed—

7 (1) in subparagraph (A), by striking “, or em-
8 ployment in integrated work settings in which indi-
9 viduals are working toward competitive work” and
10 inserting “or integrated employment”; and

11 (2) by striking subparagraph (B) and inserting
12 the following new subparagraph:

13 “(B) MINIMUM COMPENSATION AND
14 OTHER REQUIREMENTS.—Such term includes
15 placement in individual integrated employment
16 settings and not in enclave or segregated set-
17 tings, at the greater of minimum or competitive
18 wages that are paid for by the employer, with
19 benefits comparable to benefits of other employ-
20 ees.”.

21 (c) SUPPORTED EMPLOYMENT SERVICES.—Section
22 7(36) of the Rehabilitation Act of 1973 (29 U.S.C.
23 705(36)) is amended—

24 (1) in subparagraph (B), by striking “and” at
25 the end;

1 (2) in subparagraph (C)—

2 (A) by striking “18 months” and inserting
3 “48 months”; and

4 (B) by striking the period at the end and
5 inserting a semicolon; and

6 (3) by adding at the end the following new sub-
7 paragraphs:

8 “(D) maximize integration of the indi-
9 vidual within the workplace, with emphasis on
10 facilitating the use of existing natural supports
11 supplemented as necessary with staff supports
12 paid for through funds authorized by the des-
13 ignated State unit; and

14 “(E) allow for activities related to cus-
15 tomized employment, or a set of activities im-
16 plemented during the search for employment
17 leading to an integrated employment outcome
18 for an individual with a disability, which in-
19 cludes a negotiated relationship with an em-
20 ployer that focuses on unmet needs and other
21 specific value-added to employers rather than
22 open, demand job slots; and a process of dis-
23 covery, job seeker exploration, development of
24 descriptive profile documents, individualized
25 employment planning, development of innova-

1 tive representation materials, completion of an
2 employer needs analysis, job negotiation and
3 representation by a job developer as determined
4 by the individual.”.

5 (d) TRANSITION SERVICES.—Section 7(37) of the
6 Rehabilitation Act of 1973 (29 U.S.C. 705(37)) is amend-
7 ed—

8 (1) by striking “The term” and inserting the
9 following:

10 “(A) IN GENERAL.—The term”;

11 (2) by inserting “and customized employment”
12 after “supported employment”;

13 (3) by inserting “, asset development services”
14 after “adult services”;

15 (4) by striking “The coordinated set of activi-
16 ties” and inserting the following:

17 “(B) COORDINATED SET OF ACTIVITIES.—
18 The coordinated set of activities”;

19 (5) by striking “objectives,” and inserting the
20 following: “objectives; school-based preparatory expe-
21 riences, career preparation, and integrated work-
22 based learning experiences (inclusive of in-school,
23 after school and work experiences outside the tradi-
24 tional school setting where other youth without dis-
25 abilities are engaged in similar activities); youth de-

1 velopment and leadership; connecting activities;
2 training in self-advocacy, self-determination skills,
3 and peer mentoring; family involvement and sup-
4 ports;”; and

5 (6) by adding at the end the following new sub-
6 paragraph:

7 “(C) RULE OF CONSTRUCTION.—Such
8 term does not include the use of facility-based
9 employment and activity settings, such as shel-
10 tered workshops, day habilitation centers, and
11 enclave work settings. Additionally, the coordi-
12 nated set of activities should lead to the attain-
13 ment of at least one of the following outcomes:
14 post-secondary education, long-term integrated
15 employment (including supported employment
16 or customized employment), asset development,
17 independent living, and community participa-
18 tion.”.

19 (e) OTHER DEFINITIONS.—Section 7 of the Rehabili-
20 tation Act of 1973 (29 U.S.C. 705) is amended by adding
21 at the end the following new paragraphs:

22 “(40) ASSET DEVELOPMENT.—The term ‘asset
23 development’ means a strategy to assist low-income
24 workers and job seekers, including individuals with
25 disabilities, move toward economic security and

1 greater financial self-sufficiency through income
2 preservation, effective money and credit manage-
3 ment, the pursuit of post-secondary education, the
4 purchase of a home, business startup and growth,
5 and the setting aside of resources for longer-term
6 needs and retirement.

7 “(41) ASSET DEVELOPMENT SERVICES.—The
8 term ‘asset development services’ means services re-
9 lating to asset development, including services such
10 as financial education, tax filing assistance and ac-
11 cess to beneficial tax credits and other provisions,
12 and use of social security work incentives and indi-
13 vidual development accounts (IDAs) and coordina-
14 tion with other savings programs, including family
15 self-sufficiency programs, college savings accounts,
16 and home and small business ownership assistance.

17 “(42) INTEGRATED EMPLOYMENT.—The term
18 ‘integrated employment’ means work compensated at
19 the greater of minimum wage or competitive wages
20 with related employment benefits, occurring in a typ-
21 ical work setting where the employee with the dis-
22 ability interacts or has the opportunity to interact
23 continuously with non-disabled co-workers, has an
24 opportunity for advancement and mobility, and is
25 preferably engaged in full-time employment.”.

1 **SEC. 4. DEMONSTRATION AND TRAINING PROGRAMS.**

2 (a) IN GENERAL.—Section 303(b)(1) of the Rehabili-
3 tation Act of 1973 (29 U.S.C. 773(b)(1)) is amended by
4 adding at the end the following new sentence: “The Com-
5 missioner may provide up to 10 grants to or enter into
6 10 contracts with (or a combination thereof, not to exceed
7 a total of 10 grants and contracts) eligible entities under
8 this subsection during a fiscal year. A grant provided or
9 contract entered into under this subsection shall be pro-
10 vided or entered into, as the case may be, for a period
11 of five years. An eligible entity may not receive more than
12 one grant or enter into more than one contract during a
13 five-year period.”.

14 (b) EFFECTIVE DATE.—The amendment made by
15 subsection (a) takes effect on the date of the enactment
16 of this Act and applies with respect to grants provided
17 under section 303(b) of the Rehabilitation Act of 1973
18 for fiscal years beginning on or after the date of the enact-
19 ment of this Act.

20 **SEC. 5. GRANTS FOR TRANSITION OF YOUTHS WITH SIG-**
21 **NIFICANT DISABILITIES TO ADULTHOOD.**

22 (a) IN GENERAL.—Title III of the Rehabilitation Act
23 of 1973 (29 U.S.C. 771 et seq.) is amended by adding
24 at the end the following new section:

1 **“SEC. 307. GRANTS FOR TRANSITION OF YOUTHS WITH SIG-**
2 **NIFICANT DISABILITIES TO ADULTHOOD.**

3 “(a) DEFINITIONS.—In this section:

4 “(1) BRAIDED FUNDING.—The term ‘braided
5 funding’ means a resource utilization strategy to
6 maximize the efficient access and use of existing re-
7 sources through the coordination, sequencing, and
8 integration of available funding from multiple public
9 agencies and private sources.

10 “(2) CUSTOMIZED EMPLOYMENT.—The term
11 ‘customized employment’ means a set of strategies
12 implemented during the search for employment lead-
13 ing to an integrated employment outcome for an in-
14 dividual with a disability, which includes the fol-
15 lowing components:

16 “(A) A negotiated relationship with an em-
17 ployer that focuses on unmet needs and other
18 specific value-added to the employer rather than
19 open, demand job slots.

20 “(B) A process of discovery, job seeker ex-
21 ploration, development of descriptive profile
22 documents, individualized employment planning,
23 innovative representation materials, employer
24 needs analysis, and representation by a job de-
25 veloper.

1 “(3) EMPLOYMENT FIRST.—The term ‘employ-
2 ment first’—

3 “(A) means a delivery model of publicly fi-
4 nanced supports for individuals with disabilities,
5 including individuals with significant disabilities
6 and individuals with the most significant dis-
7 abilities, that effectuates on a systemic basis
8 the presumption of integrated employment as
9 the primary or preferred employment outcome
10 of such individuals; and

11 “(B) includes policies, practices, and proce-
12 dures promulgated through Federal and State
13 governmental entities, including policies, prac-
14 tices, and procedures requiring that public sys-
15 tems have a statutory responsibility to provide
16 services that align their priorities, funding and
17 reimbursement practices, and policies and guid-
18 ance to promote, encourage, incentivize, and
19 prioritize services and supports that lead to in-
20 tegrated employment outcomes.

21 “(4) PERSON-CENTERED PLANNING PROCESS.—
22 The term ‘person-centered planning process’ means
23 a process that enables and assists a youth with a
24 significant disability to identify and access a person-
25 alized mix of paid and non-paid services and sup-

1 ports that will assist such youth to achieve individ-
2 ually defined outcomes in the most integrated com-
3 munity setting.

4 “(5) STATE INTELLECTUAL AND DEVELOP-
5 MENTAL DISABILITIES AGENCY.—The term ‘State
6 Intellectual and Developmental Disabilities Agency’
7 means the primary State agency or subdivision with
8 administrative, programmatic, and operational re-
9 sponsibility for the full range of services and sup-
10 ports furnished to individuals with intellectual and
11 developmental disabilities.

12 “(6) YOUTH WITH A SIGNIFICANT DIS-
13 ABILITY.—In this subsection, the term ‘youth with a
14 significant disability’ means an individual who—

15 “(A) is an individual with a significant dis-
16 ability or an individual with a most significant
17 disability; and

18 “(B) has attained the age of 14 but has
19 not attained the age of 27.

20 “(b) GRANTS.—

21 “(1) IN GENERAL.—For each of the fiscal years
22 2014 through 2018, the Assistant Secretary for Spe-
23 cial Education and Rehabilitative Services, in co-
24 operation with the officials specified in paragraph
25 (2), is authorized to provide grants to eligible enti-

1 ties to carry out the activities authorized under this
2 section.

3 “(2) OFFICIALS SPECIFIED.—The officials spec-
4 ified in this paragraph are the Commissioner of the
5 Agency on Developmental Disabilities, the Director
6 of Medicaid Operations at the Centers for Medicare
7 and Medicaid Services, and the Assistant Secretary
8 of Labor for Disability Employment Policy.

9 “(3) NUMBER OF GRANTS; DURATION; NUMBER
10 OF GRANTS PER ELIGIBLE ENTITY.—The Assistant
11 Secretary for Special Education and Rehabilitative
12 Services may provide up to 10 grants under this
13 subsection during a fiscal year. A grant provided
14 under this subsection shall be provided for a period
15 of five years. An eligible entity may not receive more
16 than one grant during a five-year period.

17 “(c) ELIGIBLE ENTITIES.—To be eligible to receive
18 a grant under subsection (a), an entity shall be a consor-
19 tium that—

20 “(1) consists of and is managed by, at a min-
21 imum, representatives from the State educational
22 agency, the State Intellectual and Developmental
23 Disabilities Agency, the State vocational rehabilita-
24 tion agency, the State Medicaid agency, the State
25 department of labor and workforce investment

1 board, and the State department of higher edu-
2 cation;

3 “(2) includes stakeholders who will be involved
4 in the planning and implementation of funds made
5 available through the grant, including—

6 “(A) representatives from local or regional
7 University Centers for Excellence in Develop-
8 mental Disabilities Education, Research, and
9 Service, State protection advocacy and client as-
10 sistance programs, State councils on develop-
11 mental disabilities, and centers on independent
12 living; and

13 “(B) representatives from self-advocacy or-
14 ganizations and family organizations; and

15 “(3) includes additional public and private indi-
16 viduals and entities with demonstrated expertise in
17 providing transition services that result in post-sec-
18 ondary education, integrated employment, and eco-
19 nomic advancement for individuals with significant
20 disabilities and individuals with the most significant
21 disabilities with expertise in the provision of sup-
22 ported employment services and customized employ-
23 ment strategies and that—

24 “(A) provide services resulting in inte-
25 grated post-secondary education outcomes or in-

1 tegrated employment outcomes at the greater of
2 minimum or competitive wages with access to
3 related health and employment benefits;

4 “(B) have expertise in person-centered
5 planning processes; or

6 “(C) have experience operating mentoring
7 or advocacy training programs for individuals
8 with significant disabilities and individuals with
9 the most significant disabilities in culturally
10 and socioeconomically diverse communities.

11 “(d) APPLICATION.—An eligible entity that desires to
12 receive a grant under subsection (a) shall submit to the
13 Assistant Secretary for Special Education and Rehabilita-
14 tive Services an application at such time, in such manner,
15 and including such information as the Assistant Secretary
16 may require. Each application shall include—

17 “(1) an implementation plan, including the
18 identification of the lead agency by the State, de-
19 scribing the actions the entity intends to take to
20 carry out the activities authorized under this sub-
21 section;

22 “(2) assurances that a memorandum of under-
23 standing among the participating State agencies will
24 be developed outlining key steps to be taken to col-
25 laborate and coordinate efforts to institute systemic

1 change related to employment first, including braided
2 ed funding and a uniform focus on improving out-
3 comes in post-secondary education, integrated em-
4 ployment, and economic advancement for youths
5 with significant disabilities;

6 “(3) a description of the means and mecha-
7 nisms by which participating State agencies will co-
8 ordinate efforts to evaluate and reform existing
9 State laws, regulations, guidelines, operational pro-
10 cedures, and funding practices, including braided
11 funding, to institute systemic change related to em-
12 ployment first, focused on improving outcomes in
13 post-secondary education, integrated employment,
14 and economic advancement for youths with signifi-
15 cant disabilities;

16 “(4) an evaluation plan describing the strategy
17 the entity will use to evaluate the use of funds made
18 available through the grant, with a specific focus on
19 the collection of data (by age, race, gender, geo-
20 graphic area, type of disability, income level, commu-
21 nication level, and use of assistive technology) track-
22 ing, at a minimum—

23 “(A) the number of youths with significant
24 disabilities who directly enter integrated em-
25 ployment opportunities paid at the greater of

1 minimum wage or competitive wages with ac-
2 cess to related employment and health benefits,
3 or a post-secondary educational or training pro-
4 gram that is focused on leading to an inte-
5 grated employment outcome, upon exiting the
6 school system;

7 “(B) the wages and number of hours
8 worked of youths per pay period;

9 “(C) the impact of employment on any
10 State and Federal benefits received;

11 “(D) indicators on the types of settings in
12 which youths benefitting from the State grant
13 primarily reside;

14 “(E) indicators of improved economic sta-
15 tus and self-sufficiency;

16 “(F) data on those youths with significant
17 disabilities for whom a post-secondary or inte-
18 grated employment outcome has not yet oc-
19 curred, including information on why such out-
20 come has not yet been attained, and additional
21 information such as the number of months an
22 individual has not had a post-secondary edu-
23 cation or integrated employment outcome, and
24 the progress made to date on efforts to ensure
25 that an individual achieves a post-secondary

1 education or integrated employment outcome;
2 and

3 “(G) location and type of settings where
4 youths who are receiving services through the
5 grant are living;

6 “(5) a description of how the eligible entity will
7 disseminate information about the types of transi-
8 tion services and the impact of such services on the
9 lives of youths with significant disabilities who are
10 served by the project; and

11 “(6) a description of the approaches the eligible
12 entity intends to use to coordinate activities with rel-
13 evant service providers in the localities in which the
14 activities of the grant will be focused.

15 “(e) AUTHORIZED ACTIVITIES.—An entity that re-
16 ceives a grant under this subsection shall use the funds
17 made available through the grant to carry out the fol-
18 lowing activities for youths with significant disabilities:

19 “(1) The development of innovative and effec-
20 tive practices through person-centered planning
21 processes for attaining integrated employment expe-
22 riences, including customized employment, supported
23 employment services, and employment experiences
24 after school, on weekends, and in the summer
25 months.

1 “(2) The development of objectives and activi-
2 ties based upon the highest expectations of youths
3 with significant disabilities and related to the fol-
4 lowing areas:

5 “(A) Academic and school-based pre-
6 paratory experiences, including access to the
7 general education curriculum in the least re-
8 strictive environment.

9 “(B) Work and career readiness.

10 “(C) Self-determination and leadership.

11 “(D) Comprehensive community connec-
12 tions.

13 “(E) Life-long learning.

14 “(F) Family involvement and engagement.

15 “(3) The development of appropriate and effec-
16 tive curricula and the deployment of professionals
17 with expertise to provide training to school per-
18 sonnel, including transition coordinators, and other
19 personnel connected to the implementation of the
20 implementation plan of the grantee to enable such
21 school personnel to develop skills needed to assist
22 such youths in actualizing their ability to obtain and
23 maintain integrated employment at the greater of
24 minimum or competitive wages. Such training shall
25 be focused on developing the skills in personnel nec-

1 essary to help such youths successfully identify and
2 complete desired objectives in the following areas:

3 “(A) Academic and school-based pre-
4 paratory experiences, including access to the
5 general education curriculum in the least re-
6 strictive environment.

7 “(B) Work and career readiness.

8 “(C) Youth development and leadership.

9 “(D) Comprehensive community connec-
10 tions.

11 “(E) Family involvement and engagement.

12 “(F) Integrated employment experiences,
13 including customized employment, supported
14 employment services, and employment experi-
15 ences after school, on weekends, and in the
16 summer months.

17 “(4) The provision of assistance to youths with
18 significant disabilities and their families with respect
19 to determining appropriate services under relevant
20 Federal and State programs, to include the fol-
21 lowing:

22 “(A) An informed decisionmaking process
23 leading to an integrated employment or post-
24 secondary education outcome and securing on-

1 going services required for sustaining the em-
2 ployment or post-secondary education outcome.

3 “(B) A benefits planning process in order
4 to educate youths with significant disabilities
5 regarding strategies for identifying, optimizing
6 and managing available resources to support
7 the youth.

8 “(C) A series of individualized economic
9 advancement strategies to advance the optimal
10 self-sufficiency and economic security of a youth
11 with a significant disability with specific goals
12 for asset development, including the use of fa-
13 vorable tax benefits, work incentives, matched
14 savings plans, and financial education.

15 “(f) PROHIBITED ACTIVITIES.—

16 “(1) IN GENERAL.—Funds made available
17 through a grant under subsection (a) may not be
18 used for activities that result in youths with signifi-
19 cant disabilities being placed in facility-based seg-
20 regated services as an employment outcome or post-
21 secondary outcome. In this paragraph, the term ‘fa-
22 cility-based segregated services’ means rehabilitation
23 or employment services provided by segregated enti-
24 ties, such as sheltered workshops, day habilitation,
25 enclaves, or any other similar settings.

1 “(2) RULE OF CONSTRUCTION.—Nothing in
2 this subsection shall be construed to prohibit any
3 youth with a significant disability from having ac-
4 cess to the general education curriculum during the
5 pursuit of transition services or post-secondary edu-
6 cation outcomes.

7 “(g) EMPLOYMENT OUTCOMES AND EVALUATION.—

8 “(1) OUTCOMES.—An entity that receives a
9 grant under this section shall collect data and report
10 annually on, at a minimum, progress in achieving
11 specific integrated employment outcomes outlined by
12 the Assistant Secretary for Special Education and
13 Rehabilitative Services. Such outcomes shall include
14 the following:

15 “(A) The number of youths with signifi-
16 cant disabilities who directly enter integrated
17 employment or post-secondary education upon
18 exiting the school system.

19 “(B) The types of positions and employ-
20 ment sectors the youths with significant disabili-
21 ties are participating in, as defined by the Bu-
22 reau of Labor Statistics of the Department of
23 Labor.

1 “(C) The wages of and number of hours
2 worked by youths with significant disabilities
3 monthly.

4 “(D) The impact of employment on any
5 Federal and State benefits received.

6 “(E) Indicators of improved economic sta-
7 tus and self-sufficiency.

8 “(F) Data on those youths with significant
9 disabilities who have not yet entered post-sec-
10 ondary education or integrated employment,
11 outlining the reasons that such youths have not
12 yet entered post-secondary education or inte-
13 grated employment as well as the progress
14 made to date in the acquisition of skills, train-
15 ing, and development necessary to attain an in-
16 tegrated employment outcome.

17 “(2) CENTER.—There is established a National
18 Coordination Center on Systems Change and Trans-
19 formation in the Transition of Youths with Signifi-
20 cant Disabilities into Adulthood (in this paragraph
21 referred to as the ‘Center’) to coordinate personnel
22 training and professional development in evidence-
23 based best practices resulting in integrated employ-
24 ment or post-secondary education outcomes. The
25 Center shall coordinate assistance with the State

1 grantees and their leadership teams and support
2 grantees in their systems change efforts through the
3 provision of training, professional development, tech-
4 nical assistance, data collection, and research.

5 “(h) AUTHORIZATION OF APPROPRIATIONS.—

6 “(1) IN GENERAL.—There are authorized to be
7 appropriated to carry out this section (other than
8 subsection (g)(2)) \$50,000,000 for each of the fiscal
9 years 2014 through 2018.

10 “(2) CENTER.—There are authorized to be ap-
11 propriated to carry out subsection (g)(2) \$5,000,000
12 for each of the fiscal years 2014 through 2018.”.

13 (b) CLERICAL AMENDMENT.—The table of contents
14 for the Rehabilitation Act of 1973 is amended by inserting
15 after the item relating to section 306 the following new
16 item:

“Sec. 307. Grants for transition of youths with significant disabilities to adult-
hood.”.

○