

TRAINING AND RESEARCH FOR AUTISM IMPROVEMENTS
 NATIONWIDE ACT OF 2010 (TRAIN ACT OF 2010)

SEPTEMBER 22, 2010.—Committed to the Committee of the Whole House on the
 State of the Union and ordered to be printed

Mr. WAXMAN, from the Committee on Energy and Commerce,
 submitted the following

R E P O R T

[To accompany H.R. 5756]

[Including cost estimate of the Congressional Budget Office]

The Committee on Energy and Commerce, to whom was referred the bill (H.R. 5756) to amend title I of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 to provide for grants and technical assistance to improve services rendered to children and adults with autism, and their families, and to expand the number of University Centers for Excellence in Developmental Disabilities Education, Research, and Service, having considered the same, report favorably thereon with amendments and recommend that the bill as amended do pass.

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AMENDMENT

The amendment is as follows:
Strike all after the enacting clause and insert the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the “Training and Research for Autism Improvements Nationwide Act of 2010” or the “TRAIN Act of 2010”.

SEC. 2. UNIVERSITY CENTERS OF EXCELLENCE INITIATIVES ON AUTISM SPECTRUM DISORDERS.

(a) IN GENERAL.—Subtitle D of title I of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (42 U.S.C. 15061 et seq.) is amended—

(1) by inserting before section 151 the following:

**“PART 1—GENERAL GRANT PROGRAMS FOR
UNIVERSITY CENTERS OF EXCELLENCE”**

; and

(2) by adding at the end the following:

**“PART 2—UNIVERSITY CENTERS OF EXCELLENCE
INITIATIVES ON AUTISM SPECTRUM DISORDERS**

“SEC. 157. AUTISM SPECTRUM DISORDERS INITIATIVE GRANTS AND TECHNICAL ASSISTANCE.

“(a) GRANTS.—

“(1) IN GENERAL.—The Secretary shall award multiyear grants for the purpose described in paragraph (2) to University Centers for Excellence in Developmental Disabilities Education, Research, and Service that are funded under part 1 and engaged in the core functions described in section 153(a)(2).

“(2) PURPOSE.—The purpose described in this paragraph is to provide individuals with interdisciplinary training, continuing education, technical assistance, and information for the purpose of improving services rendered to children and adults on the autism spectrum, and their families, to address unmet needs related to autism spectrum disorder. For purposes of the previous sentence, individuals shall include children and adults on the autism spectrum, families of such children and adults, health professionals (including allied health professionals), and vocational training and educational professionals.

“(3) APPLICATION REQUIREMENTS.—A University Center for Excellence in Developmental Disabilities Education, Research, and Service that desires to receive a grant under this section shall submit to the Secretary an application—

“(A) demonstrating that the Center has capacity to—

“(i) provide training and technical assistance in evidence-based practices to evaluate, and provide effective interventions, services, treatments, and supports to, children and adults on the autism spectrum and their families;

“(ii) provide individuals on the autism spectrum, and the families of such individuals, opportunities to advise and direct activities under the grant to ensure that an individual-centered, and family-centered, approach is used;

“(iii) share and disseminate materials and practices that are developed for, and evaluated to be effective in, the provision of training and technical assistance; and

“(iv) provide training, technical assistance, interventions, services, treatments, and supports under this section statewide;

“(B) providing assurances that the Center will—

“(i) provide trainees under this section with an appropriate balance of interdisciplinary didactic and community-based experiences; and

“(ii) provide to the Secretary, in the manner prescribed by the Secretary, data regarding the number of individuals who have benefitted from, and outcomes of, the provision of training and technical assistance under this section;

“(C) providing assurances that training, technical assistance, dissemination of information, and services under this section will—

“(i) be consistent with the goals of this Act, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act, and the Elementary and Secondary Education Act of 1965;

“(ii) supplement, and not supplant, activities funded under this subtitle (other than this section);

“(iii) be planned and designed with the participation of individuals on the autism spectrum and the families of such individuals; and

“(iv) be conducted in coordination with relevant State agencies, institutions of higher education, and service providers; and

“(D) containing such other information and assurances as the Secretary may require.

“(4) AMOUNT OF GRANTS.—The amount of a grant to a University Center for Excellence in Developmental Disabilities Education, Research, and Service for a fiscal year under this section shall be not less than \$250,000.

“(b) TECHNICAL ASSISTANCE.—The Secretary may reserve not more than 2 percent of the amount appropriated to carry out this section for a fiscal year to make a grant to a national organization with demonstrated capacity for providing training and technical assistance to—

“(1) assist in national dissemination of specific information, including evidence-based best practices, from interdisciplinary training programs, and when appropriate, other entities whose findings would inform the work performed by University Centers for Excellence in Developmental Disabilities Education, Research, and Service awarded grants under this section;

“(2) compile and disseminate strategies and materials that prove to be effective in the provision of training and technical assistance so that the entire network can benefit from the models, materials, and practices developed in individual centers;

“(3) assist in the coordination of activities of grantees under this section;

“(4) develop a (or enhance an existing) Web portal that will provide linkages to each of the individual training initiatives and provide access to training modules, promising training, and technical assistance practices and other materials developed by grantees;

“(5) serve as a research-based resource for Federal and State policymakers on information concerning the provision of training and technical assistance for the assessment, and provision of supports and services for, children and adults on the autism spectrum;

“(6) convene experts from multiple interdisciplinary training programs, individuals on the autism spectrum, and the families of such individuals to discuss and make recommendations with regard to training issues related to assessment, interventions, services, treatment, and supports for children and adults on the autism spectrum; and

“(7) undertake any other functions that the Secretary determines to be appropriate.

“(c) AUTHORIZATION OF APPROPRIATIONS.—To carry out this section, there are authorized to be appropriated \$17,000,000 for each of the fiscal years 2012 through 2016.

“SEC. 158. CAPACITY BUILDING GRANTS.

“(a) GRANTS.—The Secretary shall award multiyear grants to not more than 4 University Centers for Excellence in Developmental Disabilities Education, Research, and Service described in paragraph (1) of section 157(a) to—

“(1) collaborate with minority institutions to—

“(A) provide services described in such section to individuals on the autism spectrum who are from racial and ethnic minority populations and to their families; and

“(B) conduct research and education focused on racial and ethnic minority populations; and

“(2) build capacity within such institutions to enable such institutions to apply to become University Centers for Excellence in Developmental Disabilities Education, Research, and Service capable of providing such services, research, and education.

“(b) APPLICABLE PROVISIONS.—The provisions of paragraphs (2) and (3) of section 157(a) shall apply with respect to grants under this section to the same extent and in the same manner as such provisions apply with respect to grants under section 157.

“(c) PRIORITIZATION.—In awarding grants under this section, the Secretary shall give priority to applicants that demonstrate collaboration with minority institutions that—

“(1) have demonstrated capacity to meet the requirements of this section and provide services to individuals on the autism spectrum and their families; or

“(2) are located in a State with one or more underserved populations.

“(d) AUTHORIZATION OF APPROPRIATIONS.—To carry out this section, there is authorized to be appropriated \$1,000,000 for each of the fiscal years 2012 through 2016.

“SEC. 159. DEFINITIONS.

“In this part:

“(1) The term ‘interventions’ means educational methods and positive behavioral support strategies designed to improve or ameliorate symptoms associated on the autism spectrum.

“(2) The term ‘minority institution’ has the meaning given to such term in section 365 of the Higher Education Act of 1965.

“(3) The term ‘services’ means services to assist individuals on the autism spectrum to live more independently in their communities.

“(4) The term ‘treatments’ means health services, including mental health services, designed to improve or ameliorate symptoms associated on the autism spectrum.”

(b) CONFORMING AMENDMENTS.—(1) Such subtitle is further amended—

(A) in section 152(a)(1), by striking “subtitle” and inserting “part”;

(B) in section 153(a)(2)(D), by striking “subtitle” and inserting “part”;

(C) in each of subparagraphs (B) and (D) of section 154(a)(3), by striking “subtitle” and inserting “part”;

(D) in each of paragraphs (1) and (3) of section 154(d), by striking “subtitle” and inserting “part”; and

(E) in each of subsections (a)(1) and (b) of section 156, by striking “subtitle” and inserting “part”.

(2) The table of contents in section 1(b) of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 is amended—

(A) by inserting before the item relating to section 151 the following:

“PART 1—GENERAL GRANT PROGRAMS FOR UNIVERSITY CENTERS OF EXCELLENCE”

; and

(B) by inserting at the end of the items relating to subtitle D of title I the following:

“PART 2—UNIVERSITY CENTERS OF EXCELLENCE INITIATIVES ON AUTISM SPECTRUM DISORDERS

“Sec. 157. Autism spectrum disorders initiative grants and technical assistance.

“Sec. 158. Capacity building grants.

“Sec. 159. Definitions.”.

Amend the title so as to read:

A bill to amend subtitle D of title I of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 to provide grants and technical assistance to University Centers for Excellence in Developmental Disabilities Education, Research, and Service to improve services rendered to children and adults on the autism spectrum, and their families, and for other purposes.

PURPOSE AND SUMMARY

H.R. 5756, the “Training and Research for Autism Improvements Nationwide Act of 2010” (or the “TRAIN Act of 2010”), was introduced by Rep. Mike Doyle (D-PA) on July 15, 2010, and referred to the Committee on Energy and Commerce.

The goal of H.R. 5756 is to improve services rendered to children and adults on the autism spectrum and their families. The bill amends the Developmental Disabilities Assistance and Bill of Rights Act of 2000 to provide for grants and technical assistance for such services.

BACKGROUND AND NEED FOR LEGISLATION

According to the Centers for Disease Control and Prevention, autism spectrum disorders (ASDs) are an “urgent public health concern.”¹ ASDs refer to a group of developmental disabilities that affect an estimated 1 in 110 children nationwide.² These disorders

¹Centers for Disease Control and Prevention, Autism Spectrum Disorders: Facts About ASDs (online at <http://www.cdc.gov/ncbddd/autism/facts.html>) (accessed Aug. 23, 2010).

²*Id.*

are typically diagnosed within the first three years of a child's life and are defined by three distinctive behaviors: difficulty with social interaction, problems with verbal and nonverbal communication, and repetitive behaviors or interests. Research has shown that various environmental, biologic, and genetic factors increase the likelihood that a child will have an ASD; however, all of the causes of ASDs have not yet been identified.³ While ASDs lack cures, research has also proven that early intervention services have the ability to greatly improve the development of children with ASDs.⁴

The Developmental and Disabilities Assistance and Bill of Rights Act of 2000 (DD Act) (P.L. 106-402) established four key programs to improve the lives of individuals with developmental disabilities, including ASDs. Subtitle D of title I of the DD Act authorizes one such program—University Centers of Excellence in Developmental Disabilities Education, Research, and Service (UCEDDs). To qualify for support under the DD Act, a UCEDD must be an interdisciplinary education, research, and public service unit of a university or public or non-profit entity associated with a university and fulfill certain core functions, including the provision of training and technical assistance.

Current law requires that the Secretary of Health and Human Services first utilize funds appropriated to carry out subtitle D of title I of the DD Act to distribute a minimum award to each UCEDD that was funded in the prior fiscal year and continues to meet program requirements. Remaining appropriated funds must then be used to support national training initiatives designed to respond to unmet needs of individuals with developmental disabilities (and their families) carried out by existing UCEDDs. The Secretary may support new UCEDDs or provide supplemental grants to existing UCEDDs only after these two priority activities have been funded. In FY2010, Congress provided \$38.9 million to fund 67 UCEDDs in all 50 states and the territories, the vast majority of which was used to support the existing UCEDDs. Virtually no money was provided for national training initiatives; none was available to start new UCEDD programs or to enhance existing ones.

Experts and advocates have called for increased support for UCEDDs and other entities to ensure that the needs of people with developmental disabilities, including those with ASDs, are addressed across their entire life span. A 2005 Government Accountability Office (GAO) report found that children ages 6 through 21 diagnosed with ASDs and receiving services under the Individuals with Disabilities Act (the primary federal statute addressing educational needs of children with disabilities) increased more than 500% between 1993 and 2002.⁵ In recent years, there has been increased research and availability of services for people with ASDs, but as the GAO report suggests, much work remains to be done to ensure that each person with an ASD has the requisite services to reach his or her potential.⁶

³*Id.*

⁴*Id.*

⁵Government Accountability Office, *Special Education: Children with Autism* (Jan. 2005) (GAO-05-220).

⁶Autism and Developmental Disabilities Monitoring (ADDM) Network Funded by the Centers for Disease Control and Prevention, *Prevalence of the Autism Spectrum Disorders (ASDs) in*

H.R. 5756 builds upon the important work of the UCEDD network by specifically supporting interdisciplinary training, continuing education, and technical assistance for children and adults on the autism spectrum and their families. H.R. 5756 also builds upon a FY2009 effort funding partnerships between existing UCEDDs and minority-serving institutions to promote expansion of the UCEDD network to include minority-serving institutions.

COMMITTEE CONSIDERATION

H.R. 5756, the “Training and Research for Autism Improvement Nationwide Act of 2010” was introduced by Rep. Doyle (D-PA) on July 15, 2010, and referred to the Committee on Energy and Commerce. The bill was subsequently referred to the Subcommittee on Health on July 19, 2010. The Subcommittee met in open markup session to consider H.R. 5756 on July 22, 2010. An amendment in the nature of a substitute (manager’s amendment) by Subcommittee Chairman Pallone was adopted by a voice vote. Subsequently, H.R. 5756 was forwarded to the full Committee, amended, by a voice vote.

On July 28, 2010, the Committee on Energy and Commerce met in open markup session and considered H.R. 5756 as approved by the Subcommittee. An amendment in the nature of a substitute (manager’s amendment) was offered by Mr. Pallone and subsequently adopted by a voice vote. The Committee then ordered H.R. 5756 favorably reported to the House, amended, by a voice vote.

COMMITTEE VOTES

Clause 3(b) of rule XIII of the Rules of the House of Representatives requires the Committee to list each record vote on the motion to report legislation and amendments thereto. A motion by Mr. Waxman ordering H.R. 5756 reported to the House, amended, was approved by a voice vote. There were no record votes taken during consideration of this bill.

COMMITTEE OVERSIGHT FINDINGS AND RECOMMENDATIONS

In compliance with clause 3(c)(1) of rule XIII and clause 2(b)(1) of rule X of the Rules of the House of Representatives, the oversight findings and recommendations of the Committee are reflected in the descriptive portions of this report, including the finding that increased support for UCEDDs would help ensure that the needs of people with developmental disabilities, including those with Autism Spectrum Disorders, are addressed across their entire life span.

NEW BUDGET AUTHORITY, ENTITLEMENT AUTHORITY, AND TAX EXPENDITURES

Regarding compliance with clause 3(c)(2) of rule XIII of the Rules of the House of Representatives, the Committee finds that H.R. 5756 would result in no new budget authority, entitlement authority, or tax expenditures or revenues.

STATEMENT OF GENERAL PERFORMANCE GOALS AND OBJECTIVES

In accordance with clause 3(c)(4) of rule XIII of the Rules of the House of Representatives, the performance goals and objectives of the Committees are reflected in the descriptive portions of this report, including the goal of improving support for people with developmental disabilities, including ASDs, and their families.

CONSTITUTIONAL AUTHORITY STATEMENT

Pursuant to clause 3(d)(1) of rule XIII of the Rules of the House of Representatives, the Committee finds that the constitutional authority for H.R. 5756 is provided under Article I, section 8, clauses 3 and 18 of the Constitution of the United States.

EARMARKS AND TAX AND TARIFF BENEFITS

H.R. 5756 does not contain any congressional earmarks, limited tax benefits, or limited tariff benefits as defined in clause 9(d), 9(e), or 9(f) of rule XXI of the Rules of the House of Representatives.

FEDERAL ADVISORY COMMITTEE STATEMENT

The Committee finds that the legislation does not establish or authorize the establishment of an advisory committee within the definition of 5 U.S.C. App., section 5(b) of the Federal Advisory Committee Act.

APPLICABILITY OF LAW TO THE LEGISLATIVE BRANCH

Section 102(b)(3) of Public Law 104–1 requires a description of the application of this bill to the legislative branch where the bill relates to terms and conditions of employment or access to public services and accommodations. H.R. 5756 contains no such provisions.

FEDERAL MANDATES STATEMENT

Section 423 of the Congressional Budget and Impoundment Control Act of 1974 (as amended by section 101(a)(2) of the Unfunded Mandates Reform Act, P.L. 104–4) requires a statement on whether the provisions of the report include unfunded mandates. In compliance with this requirement the Committee adopts as its own the estimates of federal mandates prepared by the Director of the Congressional Budget Office.

COMMITTEE COST ESTIMATE

Pursuant to clause 3(d)(2) of rule XIII of the Rules of the House of Representatives, the Committee adopts as its own the cost estimate of H.R. 5756 prepared by the Director of the Congressional Budget Office pursuant to section 402 of the Congressional Budget Act of 1974.

CONGRESSIONAL BUDGET OFFICE COST ESTIMATE

With respect to the requirements of clause 3(c)(3) of rule XIII of the Rules of the House of Representatives and section 402 of the Congressional Budget Act of 1974, the Committee has received the

following cost estimate for H.R. 5756 from the Director of Congressional Budget Office:

U.S. CONGRESS,
CONGRESSIONAL BUDGET OFFICE,
Washington, DC, August 27, 2010.

Hon. HENRY A. WAXMAN,
*Chairman, Committee on Energy and Commerce,
House of Representatives, Washington, DC.*

DEAR MR. CHAIRMAN: The Congressional Budget Office has prepared the enclosed cost estimate for H.R. 5756, the Training and Research for Autism Improvements Nationwide Act of 2010.

If you wish further details on this estimate, we will be pleased to provide them. The CBO staff contact is Jonathan Morancy.

Sincerely,

DOUGLAS W. ELMENDORF.

Enclosure.

H.R. 5756—Training and Research for Autism Improvements Nationwide Act

Summary: H.R. 5756 would authorize the appropriation of funds for two types of grants. The first type of grant would go to University Centers for Excellence in Developmental Disabilities Education, Research, and Service to provide training, continuing education, technical assistance, and information to children and adults on the autism spectrum, as well as the families of such individuals and the professionals working with those individuals. The goal of the funds would be to improve services provided to individuals on the autism spectrum and their families. The second type of grant would facilitate outreach of University Centers for Excellence to minority institutions.

CBO estimates that implementing the bill would cost \$55 million over the 2011–2015 period, assuming appropriation of the necessary sums. Pay-as-you-go procedures do not apply to this legislation because it would not affect direct spending or revenues.

H.R. 5756 contains no intergovernmental or private-sector mandates as defined in the Unfunded Mandates Reform Act (UMRA).

Estimated cost to the Federal Government: The estimated budgetary impact of H.R. 5756 is shown in the following table. The costs of this legislation fall within budget function 500 (education, training, employment, and social services).

	By fiscal year, in millions of dollars—					
	2011	2012	2013	2014	2015	2011– 2015
CHANGES IN SPENDING SUBJECT TO APPROPRIATION						
Grants and Technical Assistance:						
Estimated Authorization Level	17	17	17	18	18	87
Estimated Outlays	6	14	17	17	17	71
University Centers for Excellence Expansion:						
Authorization Level	2	2	2	2	2	10
Estimated Outlays	1	2	2	2	2	9
Total Changes:						
Estimated Authorization Level	19	19	19	20	20	97
Estimated Outlays	7	16	19	19	19	80

Basis of estimate: H.R. 5756 would authorize appropriations for two different grants. The first type of grant would go to University Centers for Excellence or similar organizations. This grant would be used to improve services provided to people with autism and their families by providing training, technical assistance, and information. The bill would authorize the appropriation of \$17 million in 2011 and such sums as are necessary for each of fiscal years 2012 through 2015. For this estimate, CBO assumes that the specified level of \$17 million in 2011 would be increased in subsequent years to account for anticipated inflation in 2012 through 2015.

The second type of grant would go toward the opening of as many as four new University Centers for Excellence. The bill would authorize the appropriation of \$2 million per year for that purpose over the 2011–2015 period.

For this estimate, CBO assumes that H.R. 5756 will be enacted near the beginning of fiscal year 2011, that amounts authorized and estimated to be necessary will be appropriated for each fiscal year, and that outlays will follow historical spending patterns for similar programs.

Pay-as-you-go considerations: None.

Intergovernmental and private-sector impact: H.R. 5756 contains no intergovernmental or private-sector mandates as defined in UMRA. The bill would benefit public institutions of higher education that provide services and education to individuals with autism spectrum disorders and their families.

Estimate prepared by: Federal Costs: Jonathan Morancy; Impact on State, Local, and Tribal Governments: Lisa Ramirez-Branum; Impact on the Private Sector: Sarah Axen.

Estimate approved by: Peter H. Fontaine, Assistant Director for Budget Analysis.

SECTION-BY-SECTION ANALYSIS OF THE LEGISLATION

Section 1. Short title

Section 1 designates that the short title may be cited as the “Training and Research for Autism Improvements Nationwide Act of 2010” (or the “TRAIN Act of 2010”).

Section 2. University Centers of Excellence initiatives on autism spectrum disorders

Section 2 amends subtitle D of title I of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act) to create two parts. Part 1 (General Grant Programs for University Centers of Excellence) consists of the current law regarding UCEDDs. Part 2 (University Centers of Excellence Initiatives on Autism Spectrum Disorders) includes two new programs established under the legislation.

The first of the two programs authorized in Part 2 (and established in section 157 of the DD Act) requires the Secretary of Health and Human Services to award multi-year grants to UCEDDs to support interdisciplinary training; continuing education; technical assistance; and information provided to children and adults on the autism spectrum, families of these children and adults, health professionals, and vocational training and educational professionals.

To be eligible for funding for the ASD initiative and technical assistance program, a UCEDD must be a recipient of funding under part 1 and be engaged in the core functions required under current law and detailed in part 1. A UCEDD must also (among other application requirements) provide assurances that the activities supported through a grant will be planned and designed with the participation of individuals on the autism spectrum and their families. The Committee intends that, in meeting this requirement, a UCEDD application demonstrate genuine collaboration with these individuals, not simply nominal representation.

Section 2 authorizes \$17 million for each of FY2012 through FY2016 to carry out this new program. The Committee intends that such funding be used to supplement and not supplant existing awards to UCEDDs under part 1 of subtitle D of title I of the DD Act.

The second new program authorized under Part 2 (and established in section 158 of the DD Act) requires the Secretary to award multi-year grants to not more than four UCEDDs to:

- Collaborate with minority institutions to provide services to individuals on the autism spectrum who are from racial and ethnic minority populations (and their families), and to conduct research and education focused on racial and ethnic minorities; and
- Build capacity of minority institutions to apply to become UCEDDs.

Eligibility and application requirements for the capacity building program are identical to those set forth for the ASD initiative and technical assistance program. The Committee intends that applications for this second new program must similarly demonstrate that individuals on the autism spectrum and their families had the opportunity to provide input on the grant-funded activities provided by the UCEDDs and collaborating minority institutions. In making grant awards, however, the Secretary is required to give priority to those applicants that have demonstrated collaboration with a minority institution that provides services to individuals on the autism spectrum and their families and is located in a state with one or more underserved populations.

Section 2 authorizes \$1 million for each of FY2012 through FY2016 to carry out this new program. The Committee intends that such funding be used to supplement and not supplant existing awards to UCEDDs under part 1 of subtitle D of title I of the DD Act.

CHANGES IN EXISTING LAW MADE BY THE BILL, AS REPORTED

In compliance with clause 3(e) of rule XIII of the Rules of the House of Representatives, changes in existing law made by the bill, as reported, are shown as follows (existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman):

DEVELOPMENTAL DISABILITIES ASSISTANCE AND BILL OF RIGHTS ACT OF 2000

SEC. 1. SHORT TITLE; TABLE OF CONTENTS.

(a) * * *

(b) TABLE OF CONTENTS.—The table of contents of this Act is as follows:

Sec. 1. Short title; table of contents.

TITLE I—PROGRAMS FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES

* * * * *

SUBTITLE D—NATIONAL NETWORK OF UNIVERSITY CENTERS FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES EDUCATION, RESEARCH, AND SERVICE

PART 1—GENERAL GRANT PROGRAMS FOR UNIVERSITY CENTERS OF EXCELLENCE

Sec. 151. Grant authority.

* * * * *

PART 2—UNIVERSITY CENTERS OF EXCELLENCE INITIATIVES ON AUTISM SPECTRUM DISORDERS

Sec. 157. Autism spectrum disorders initiative grants and technical assistance.

Sec. 158. Capacity building grants.

Sec. 159. Definitions.

* * * * *

TITLE I—PROGRAMS FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES

* * * * *

Subtitle D—National Network of University Centers for Excellence in Developmental Disabilities Education, Research, and Service

PART 1—GENERAL GRANT PROGRAMS FOR UNIVERSITY CENTERS OF EXCELLENCE

* * * * *

SEC. 152. GRANT AWARDS.

(a) EXISTING CENTERS.—

(1) IN GENERAL.—In awarding and distributing grant funds under section 151(a) for a fiscal year, the Secretary, subject to the availability of appropriations and the condition specified in subsection (d), shall award and distribute grant funds in equal amounts of \$500,000 (adjusted in accordance with subsection (b)), to each Center that existed during the preceding fiscal year and that meets the requirements of this [subtitle] part, prior to making grants under subsection (c) or (d).

* * * * *

SEC. 153. PURPOSE AND SCOPE OF ACTIVITIES.

(a) NATIONAL NETWORK OF UNIVERSITY CENTERS FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES EDUCATION, RESEARCH, AND SERVICE.—

(1) * * *

(2) CORE FUNCTIONS.—The core functions referred to in paragraph (1) shall include the following:

(A) * * *

* * * * *

(D) Dissemination of information related to activities undertaken to address the purpose of this title, especially dissemination of information that demonstrates that the network authorized under this [subtitle] part is a national and international resource that includes specific substantive areas of expertise that may be accessed and applied in diverse settings and circumstances.

* * * * *

SEC. 154. APPLICATIONS.

(a) APPLICATIONS FOR CORE CENTER GRANTS.—

(1) * * *

* * * * *

(3) ASSURANCES.—The application shall be approved by the Secretary only if the application contains or is supported by reasonable assurances that the entity designated as the Center will—

(A) * * *

(B) address the projected goals, and carry out goal-related activities, based on data driven strategic planning and in a manner consistent with the objectives of this [subtitle] part, that—

(i) * * *

* * * * *

(D) protect, consistent with the policy specified in section 101(c) (relating to rights of individuals with developmental disabilities), the legal and human rights of all individuals with developmental disabilities (especially those individuals under State guardianship) who are involved in activities carried out under programs assisted under this [subtitle] part;

* * * * *

(d) FEDERAL SHARE.—

(1) IN GENERAL.—The Federal share of the cost of administration or operation of a Center, or the cost of carrying out a training initiative, supported by a grant made under this [subtitle] part may not be more than 75 percent of the necessary cost of such project, as determined by the Secretary.

* * * * *

(3) GRANT EXPENDITURES.—For the purpose of determining the Federal share with respect to the project, expenditures on that project by a political subdivision of a State or by a public or private entity shall, subject to such limitations and conditions as the Secretary may by regulation prescribe under section 104(b), be considered to be expenditures made by a Center under this [subtitle] part.

SEC. 156. AUTHORIZATION OF APPROPRIATIONS.

(a) AUTHORIZATION AND RESERVATIONS.—

(1) AUTHORIZATION.—There are authorized to be appropriated to carry out this [subtitle] part (other than section 153(c)(4)) \$30,000,000 for fiscal year 2001 and such sums as may be necessary for each of fiscal years 2002 through 2007.

* * * * *

(b) LIMITATION.—The Secretary may not use, for peer review or other activities directly related to peer review conducted under this [subtitle] part—

(1) * * *

* * * * *

PART 2—UNIVERSITY CENTERS OF EXCELLENCE INITIATIVES ON AUTISM SPECTRUM DISORDERS

SEC. 157. AUTISM SPECTRUM DISORDERS INITIATIVE GRANTS AND TECHNICAL ASSISTANCE.

(a) GRANTS.—

(1) *IN GENERAL.*—The Secretary shall award multiyear grants for the purpose described in paragraph (2) to University Centers for Excellence in Developmental Disabilities Education, Research, and Service that are funded under part 1 and engaged in the core functions described in section 153(a)(2).

(2) *PURPOSE.*—The purpose described in this paragraph is to provide individuals with interdisciplinary training, continuing education, technical assistance, and information for the purpose of improving services rendered to children and adults on the autism spectrum, and their families, to address unmet needs related to autism spectrum disorder. For purposes of the previous sentence, individuals shall include children and adults on the autism spectrum, families of such children and adults, health professionals (including allied health professionals), and vocational training and educational professionals.

(3) *APPLICATION REQUIREMENTS.*—A University Center for Excellence in Developmental Disabilities Education, Research, and Service that desires to receive a grant under this section shall submit to the Secretary an application—

(A) demonstrating that the Center has capacity to—

(i) provide training and technical assistance in evidence-based practices to evaluate, and provide effective interventions, services, treatments, and supports to, children and adults on the autism spectrum and their families;

(ii) provide individuals on the autism spectrum, and the families of such individuals, opportunities to advise and direct activities under the grant to ensure that an individual-centered, and family-centered, approach is used;

(iii) share and disseminate materials and practices that are developed for, and evaluated to be effective in, the provision of training and technical assistance; and

(iv) provide training, technical assistance, interventions, services, treatments, and supports under this section statewide;

(B) providing assurances that the Center will—

(i) provide trainees under this section with an appropriate balance of interdisciplinary didactic and community-based experiences; and

(ii) provide to the Secretary, in the manner prescribed by the Secretary, data regarding the number of individuals who have benefitted from, and outcomes of, the provision of training and technical assistance under this section;

(C) providing assurances that training, technical assistance, dissemination of information, and services under this section will—

(i) be consistent with the goals of this Act, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act, and the Elementary and Secondary Education Act of 1965;

(ii) supplement, and not supplant, activities funded under this subtitle (other than this section);

(iii) be planned and designed with the participation of individuals on the autism spectrum and the families of such individuals; and

(iv) be conducted in coordination with relevant State agencies, institutions of higher education, and service providers; and

(D) containing such other information and assurances as the Secretary may require.

(4) AMOUNT OF GRANTS.—The amount of a grant to a University Center for Excellence in Developmental Disabilities Education, Research, and Service for a fiscal year under this section shall be not less than \$250,000.

(b) TECHNICAL ASSISTANCE.—The Secretary may reserve not more than 2 percent of the amount appropriated to carry out this section for a fiscal year to make a grant to a national organization with demonstrated capacity for providing training and technical assistance to—

(1) assist in national dissemination of specific information, including evidence-based best practices, from interdisciplinary training programs, and when appropriate, other entities whose findings would inform the work performed by University Centers for Excellence in Developmental Disabilities Education, Research, and Service awarded grants under this section;

(2) compile and disseminate strategies and materials that prove to be effective in the provision of training and technical assistance so that the entire network can benefit from the models, materials, and practices developed in individual centers;

(3) assist in the coordination of activities of grantees under this section;

(4) develop a (or enhance an existing) Web portal that will provide linkages to each of the individual training initiatives and provide access to training modules, promising training, and technical assistance practices and other materials developed by grantees;

(5) serve as a research-based resource for Federal and State policymakers on information concerning the provision of training and technical assistance for the assessment, and provision of supports and services for, children and adults on the autism spectrum;

(6) convene experts from multiple interdisciplinary training programs, individuals on the autism spectrum, and the families of such individuals to discuss and make recommendations with regard to training issues related to assessment, interventions, services, treatment, and supports for children and adults on the autism spectrum; and

(7) undertake any other functions that the Secretary determines to be appropriate.

(c) **AUTHORIZATION OF APPROPRIATIONS.**—To carry out this section, there are authorized to be appropriated \$17,000,000 for each of the fiscal years 2012 through 2016.

SEC. 158. CAPACITY BUILDING GRANTS.

(a) **GRANTS.**—The Secretary shall award multiyear grants to not more than 4 University Centers for Excellence in Developmental Disabilities Education, Research, and Service described in paragraph (1) of section 157(a) to—

(1) collaborate with minority institutions to—

(A) provide services described in such section to individuals on the autism spectrum who are from racial and ethnic minority populations and to their families; and

(B) conduct research and education focused on racial and ethnic minority populations; and

(2) build capacity within such institutions to enable such institutions to apply to become University Centers for Excellence in Developmental Disabilities Education, Research, and Service capable of providing such services, research, and education.

(b) **APPLICABLE PROVISIONS.**—The provisions of paragraphs (2) and (3) of section 157(a) shall apply with respect to grants under this section to the same extent and in the same manner as such provisions apply with respect to grants under section 157.

(c) **PRIORITIZATION.**—In awarding grants under this section, the Secretary shall give priority to applicants that demonstrate collaboration with minority institutions that—

(1) have demonstrated capacity to meet the requirements of this section and provide services to individuals on the autism spectrum and their families; or

(2) are located in a State with one or more underserved populations.

(d) **AUTHORIZATION OF APPROPRIATIONS.**—To carry out this section, there is authorized to be appropriated \$1,000,000 for each of the fiscal years 2012 through 2016.

SEC. 159. DEFINITIONS.

In this part:

(1) The term “interventions” means educational methods and positive behavioral support strategies designed to improve or ameliorate symptoms associated on the autism spectrum.

(2) The term “minority institution” has the meaning given to such term in section 365 of the Higher Education Act of 1965.

(3) The term “services” means services to assist individuals on the autism spectrum to live more independently in their communities.

(4) The term “treatments” means health services, including mental health services, designed to improve or ameliorate symptoms associated on the autism spectrum.

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