

113TH CONGRESS
2^D SESSION

H. R. 5436

To amend the Public Health Service Act to provide research, training, and navigator services to youth and young adults on the verge of aging out of the secondary educational system, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 10, 2014

Mr. GIBSON introduced the following bill; which was referred to the Committee on Energy and Commerce

A BILL

To amend the Public Health Service Act to provide research, training, and navigator services to youth and young adults on the verge of aging out of the secondary educational system, 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 “Assistance in Gaining
5 Experience, Independence, and Navigation Act of 2014”
6 or the “AGE-IN Act”.

1 **SEC. 2. AMENDMENT TO THE PUBLIC HEALTH SERVICE**
2 **ACT.**

3 Part R of title III of the Public Health Service Act
4 (42 U.S.C. 280i et seq.) is amended by inserting after sec-
5 tion 399CC the following:

6 **“SEC. 399CC-1. GRANTS FOR RESEARCH, TRAINING, AND**
7 **NAVIGATOR SERVICES FOR YOUTH AND**
8 **YOUNG ADULTS.**

9 “(a) RESEARCH GRANT.—

10 “(1) IN GENERAL.—The Secretary, in consulta-
11 tion with the Coordinating Committee established
12 under section 399CC and the Administrator of the
13 Administration for Community Living, shall award a
14 grant to a research organization to—

15 “(A) conduct a comprehensive meta-anal-
16 ysis on the existing empirical, peer-reviewed re-
17 search on the topic of youth and young adults
18 with an autism spectrum disorder or other de-
19 velopmental disabilities as such individuals age-
20 out of the school-based support system (re-
21 ferred to in this section as ‘transitioning
22 youth’);

23 “(B) conduct research on the existing in-
24 frastructure for transitioning youth, including
25 access to health care, continuing education and
26 vocational training programs, supportive and

1 community-based integrated housing, accessible
2 transportation services, and public safety and
3 community integration programs (including
4 first responder training); and

5 “(C) develop a comprehensive strategic
6 plan (in accordance with paragraph (2)) for the
7 establishment of a Transition Navigator grant
8 program to provide transitioning youth with a
9 comprehensive and interdisciplinary set of sup-
10 port services.

11 “(2) STRATEGIC PLAN.—The strategic plan de-
12 veloped under paragraph (1)(C) shall include—

13 “(A) proposals on establishing best prac-
14 tices guidelines to ensure interdisciplinary co-
15 ordination between all relevant service providers
16 (including first responders), the transitioning
17 youth, and their family, and in conjunction with
18 the transitioning youth’s Individualized Edu-
19 cation Plan as prescribed in section 614 of the
20 Individuals with Disabilities Education Act (20
21 U.S.C. 1414), to maximize the transitioning
22 youth’s self-determination;

23 “(B) comprehensive approaches to
24 transitioning, including—

1 “(i) services to increase access to, and
2 the successful integration and completion
3 of, postsecondary education, peer support,
4 vocational training (as defined in section
5 103 of the Rehabilitation Act of 1973 (29
6 U.S.C. 723)), self-advocacy skills, and
7 competitive, integrated employment;

8 “(ii) community-based behavioral sup-
9 ports and interventions;

10 “(iii) community-based integrated res-
11 idential services, housing, and transpor-
12 tation;

13 “(iv) nutrition, health and wellness,
14 recreational, and social activities; and

15 “(v) personal safety services that con-
16 sider the specific needs of transitioning
17 youth who are at risk of becoming involved
18 with public safety agencies or the criminal
19 justice system;

20 “(C) culturally and linguistically competent
21 and sensitive service delivery models; and

22 “(D) proposals which seek to—

23 “(i) increase the effectiveness of such
24 practices to provide successful transition
25 services;

1 “(ii) increase the ability of the entity
2 to provide supports and services to under-
3 served populations and regions;

4 “(iii) increase the efficiency of service
5 delivery to maximize resources and out-
6 comes; and

7 “(iv) ensure access to all services
8 identified as necessary to transitioning
9 youth of all capabilities.

10 “(3) GRANT PERIOD.—Grants awarded under
11 this subsection shall be for a period of 2 years.

12 “(b) TRANSITION NAVIGATOR TRAINING GRANTS.—

13 “(1) IN GENERAL.—The Secretary, in consulta-
14 tion with the Coordinating Committee established
15 under section 399CC and the Administrator of the
16 Administration for Community Living, shall estab-
17 lish a Transition Navigator Grant Program to award
18 multiyear training initiative grants to establish and
19 carry out a collaborative, interdisciplinary training
20 and services initiative, that is based on the data and
21 best practice guidelines developed under subsection
22 (a), to train transition navigators to provide
23 transitioning youth with the services and skills nec-
24 essary to lead an independent, integrated life.

1 “(2) ELIGIBILITY.—To be eligible for a grant
2 under this subsection, an entity shall—

3 “(A) be a University Center for Excellence
4 in Developmental Disabilities Education, Re-
5 search and Service or a comparable inter-
6 disciplinary entity capable of fulfilling the scope
7 of activities described in section 153 of the De-
8 velopmental Disabilities Assistance and Bill of
9 Rights Act of 2000 (42 U.S.C. 15063); and

10 “(B) prepare and submit an application to
11 the Secretary in accordance with paragraph (3).

12 “(3) APPLICATION.—To be eligible to receive a
13 grant under this subsection, an entity shall submit
14 to the Secretary an application demonstrating the
15 capacity to successfully train an interdisciplinary
16 group of service providers on the best practice guide-
17 lines contained in strategic plan under subsection
18 (a). The application shall include additional informa-
19 tion, including—

20 “(A) the number of trainees, students, or
21 providers expected to be trained under the
22 grant, and in what timeframe;

23 “(B) the interdisciplinary scope of faculty,
24 staff, mentors, and community-based trainers
25 affiliated with the applicant;

1 “(C) the ability to provide training services
2 to a culturally diverse set of students and in a
3 culturally competent, culturally sensitive man-
4 ner; and

5 “(D) the ability to train providers in un-
6 derserved areas and to serve underserved popu-
7 lations.

8 “(4) GRANT PERIOD AND ANNUAL EVALUA-
9 TION.—

10 “(A) GRANT PERIOD.—Navigator training
11 grants awarded under this subsection shall be
12 for a period of 3 years. The Secretary may
13 renew a grant for an additional 3-year period
14 based on the results of the evaluations sub-
15 mitted under subparagraph (B).

16 “(B) ANNUAL EVALUATION.—A grantee
17 under this subsection shall submit to the Sec-
18 retary an evaluation of progress made during
19 each grant year in achieving the purposes for
20 which the grant was awarded. Such evaluation
21 shall include an analysis of—

22 “(i) any performance metrics required
23 by the Secretary;

24 “(ii) the grantees recruitment of stu-
25 dents into the program; and

1 “(iii) the recruits’ cultural diversity
2 and the interdisciplinary nature of their in-
3 terests or background.

4 “(5) LONGITUDINAL EVALUATION.—

5 “(A) IN GENERAL.—The Secretary shall
6 enter into a contract with a third-party organi-
7 zation with expertise in program evaluation for
8 the conduct of an evaluation of the success of
9 grantees under this subsection in meeting the
10 goals of the strategic plan submitted under sub-
11 section (a)(2) and their grant application.

12 “(B) PROCEDURE.—A third-party organi-
13 zation that enters into a contract under sub-
14 paragraph (A) shall monitor grantees under
15 this subsection and report back to the Secretary
16 with a longitudinal analysis of the effectiveness
17 of the program carried out by the grantee. Such
18 analysis shall include an examination of—

19 “(i) whether and to what extent the
20 training regime sufficiently met the goals
21 of the strategic plan under subsection
22 (a)(2);

23 “(ii) whether and to what extent grad-
24 uates of the training program are success-
25 fully working to provide services to transi-

1 tional youth in an effective, comprehensive,
2 and appropriate manner; and

3 “ (iii) the long-term efficacy of the
4 program and the strategic plan on increas-
5 ing and sustaining transitional youth’s—

6 “ (I) enrollment in, and comple-
7 tion of, postsecondary education or vo-
8 cational training programs;

9 “ (II) participation in integrated,
10 competitive employment;

11 “ (III) continued access to peer
12 support;

13 “ (IV) continued access to, and
14 benefitting from, community-based be-
15 havioral supports and interventions;

16 “ (V) consistent access to commu-
17 nity-based integrated residential serv-
18 ices, housing, and transportation; and

19 “ (VI) continued access to nutri-
20 tion, health and wellness, recreational,
21 and social activities.

22 “ (6) SUPPLEMENT.—Activities carried out
23 under a grant under this subsection shall supple-
24 ment, not supplant, existing programs and activities

1 designed to provide interdisciplinary training to serv-
2 ices providers aimed at serving transitional youth.”.

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