The SPEAKER pro tempore. Is there objection to the request of the gentleman from New York?

There was no objection.

Mr. OWENS. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in support of S. 1295, the rehabilitation act amendments of 1993. This legislation merely makes technical and conforming changes to the Rehabilitation Act of 1973 and the Education of the Deaf Act of 1966. These changes will ensure that the intent of Congress—to empower consumers to participate more fully in an improved rehabilitation system—will be clearly translated by the Department of Education into regulations for the States.

I commend my staff, the staff of the Committee on Education and Labor, and the Senate staff for a fully bipartisan, bicameral effort which resulted in this comprehensive technical bill.

Mr. Speaker, I reserve the balance of my time.

Mr. BALLONGER. Mr. Speaker, I yield myself such time as I may consume.

Today, I rise in support of S. 1295, a bill making technical corrections to the Rehabilitation Act Amendments of 1992 and the Education of the Deaf Amendment of 1992. Last year, this Congress passed both of these laws and since that time several technical changes have come to our attention that need to be made. S. 1295 is identical to H.R. 2723, introduced by Congressman OWENS on July 23, and co-sponsored by Congressman GOODLING and myself. This is a bipartisan bill and I urge my colleagues to support its passage.

Mr. Speaker, I have no further request for time, and I yield back the balance of my time.

Mr. OWENS. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore (Mr. FRANK of Massachusetts). The question is on the motion offered by the gentleman from New York (Mr. OWENS) that the House suspend the rules and pass the Senate bill, S. 1295.

The question was taken; and two-thirds having voted in favor thereof, the rules were suspended and the Senate bill was passed.

A motion to reconsider was laid on the table.

TECHNOLOGY-RELATED ASSISTANCE FOR INDIVIDUALS WITH DISABILITIES

Mr. OWENS. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 2339) to amend the Technology-Related Assistance for Individuals with Disabilities Act of 1986 to authorize appropriations for each of the fiscal years 1994 through 1998, as amended.

The Clerk read as follows:

H.R. 2339

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SEC. 1. SHORT TITLE: TITLE OF CONTENTS.

(a) SHORT TITLE—This Act may be cited as the "Technology-Related Assistance for Individuals With Disabilities Amendments of 1993".

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

Title I—Grants to States
Sec. 1. Title I—Technology-Related Assistance for Individuals With Disabilities Amendments of 1993.
Sec. 2. Definitions.
Sec. 3. Authorization of appropriations.
Sec. 4. Use of funds.
Sec. 5. Administration.
Sec. 7. Transition.
Title II—Programs of National Significance
Sec. 1. Program authorized.
Sec. 2. Administration.
Sec. 3. Authorization of appropriations.
Sec. 4. Use of funds.
Sec. 5. Administration.
Title III—Alternative Financing Mechanisms
Sec. 1. Alternative financing mechanisms authorized.
Title IV—Amendments to Other Acts
Title V—Effective Date

SEC. 501. Effective date.

Title VI—Findings and Purposes

(a) FINDINGS.—Section 2(a) of the Technology-Related Assistance for Individuals With Disabilities Act of 1986 (29 U.S.C. 2001(a)) is amended to read as follows:

"(a) FINDINGS.—The Congress finds as follows:

(1) Disability is a natural part of the human experience and in no way diminishes the right of individuals—

(A) to live independently;

(B) to engage in self-determination;

(C) to make choices;

(D) to be productive in their careers, and to pursue meaningful careers;

(E) to enjoy full inclusion and integration in the economic, political, social, cultural, and educational life of American society;

(F) to enjoy full inclusion and integration in the economic, political, social, cultural, and educational life of American society;

(G) to have access to public communications systems and networks;

(H) to use telecommunications and information technology that is accessible to persons with disabilities; and

(I) to otherwise benefit from opportunities that are taken for granted by individuals who do not have disabilities.

(2) The provision of assistive technology devices and services enables some individuals with disabilities—

(A) to have greater control over their own lives;

(B) to participate in and contribute more fully to activities in their home, school, and work environments, and in their communities;

(C) to interact to a greater extent with non-disabled individuals;

(D) to otherwise benefit from opportunities that are taken for granted by individuals who do not have disabilities.

(3) Substantial progress has been made in the development of assistive technology devices, including adaptations to existing equipment, which significantly benefit individuals of all ages with disabilities. Such devices have increased the employment of individuals with disabilities in programs and activities such as early intervention, education, rehabilitation and training, employment, residential living, independent living, recreation, and all aspects of daily living. Dual-use technology is critical to the further development of assistive technology devices.

(4) Many individuals with disabilities cannot access or use telecommunications and information technology and are at risk of not being able to access developing technologies. The adoption of standards and the deployment of telecommunications systems, including information technology, will significantly improve access to technologies that meet the needs of individuals with disabilities.

(5) To the extent that Federal funds are appropriated for the purpose of promoting the economic, educational, social, and recreational development of individuals with disabilities, such funds shall be used to enable individuals with disabilities to take advantage of telecommunications and information technologies.

(6) The purpose of this Act is designed to create systemic change and foster advocacy by—

(A) resources to pay for assistive technology devices and services;

(B) trained personnel to assist individuals with disabilities to use such devices and services;

(C) information about the availability and potential for technology for individuals with disabilities and their family members, guardians, advocates, and authorized representatives, representatives of public agencies and private entities that have contact with individuals with disabilities (including insurers), teachers and related services personnel, technology experts (including engineers), employers, and other appropriate individuals;

(D) aggressive outreach to underrepresented populations and rural populations;

(E) coordination among State human services programs, programs for individuals with disabilities, other appropriate entities, particularly with respect to transitions between such programs and entities; and

(F) capacity of such programs to provide the necessary technology-related assistance.

(7) There are insufficient incentives for the commercial pursuit of the application of technology for the education, training, employment, residential living, independent living, recreation, and all aspects of daily living of individuals with disabilities, because of limited markets.

(8) At the Federal level, there is a lack of coordination among agencies that provide or pay for the provision of assistive technology devices and services. In addition, the Federal Government does not provide adequate assistance and information with respect to the use of assistive technology devices and services to individuals with disabilities and their family members, guardians, advocates, and authorized representatives, representatives of public agencies and private entities that have contact with individuals with disabilities (including insurers), teachers and related services personnel, technology experts (including engineers), employers, and other appropriate individuals.

(b) PURPOSES.—Section 2 of the Technology-Related Assistance for Individuals With Disabilities Act of 1986 (29 U.S.C. 2001) is amended to read as follows:

"(b) PURPOSES.—The purposes of this Act are as follows:

(1) To provide financial assistance to the States to develop and implement a consumer-responsive, consumer-driven, comprehensive State-wide program of technology-related assistance for individuals with disabilities that is designed to create systemic change and foster advocacy by—

(2) To provide State and local governmental agencies and non-profit organizations with Federal financial assistance to carry out such State and local programs of technology-related assistance for individuals with disabilities; and

(3) To support the participation of individuals with disabilities in programs of technology-related assistance for individuals with disabilities that are supported by State and local governmental agencies and non-profit organizations.
Section 3 of the Technology-Related Assistance for Individuals With Disabilities Act of 1988 (29 U.S.C. 721(b)) is amended to read as follows:

"(a) GRANTS TO STATES.—Section 101(a) of the Technology-Related Assistance for Individuals With Disabilities Act of 1988 (29 U.S.C. 721(b)) is amended by striking "to develop and implement consumer-responsive, consumer-driven,".

(b) REQUIRED ACTIVITIES.—Section 101(b) of the Technology-Related Assistance for Individuals With Disabilities Act of 1988 (29 U.S.C. 721(b)) is amended by striking "to develop and implement consumer-responsive, consumer-driven,".

(c) Systems Change Activities.—Systems change activities shall include—

(1) Systems change activities shall include—

(a) developing and implementing strategies to obtain funds with which individuals with disabilities may obtain assistive technology devices and services in State special education, vocational rehabilitation, and medical assistance programs or, as appropriate, other education, health, or human service agencies, with particular emphasis on addressing the needs of underrepresented populations and rural populations, coordinating such funds, and monitoring State and local policies, procedures, and practices that relate to such funds;

(b) establishing an interagency coordinating committee to develop strategies and coordinate access to funding for assistive technology devices and services for individuals of all ages with disabilities, and to address the issues of transition from school to work, home use, and individual involvement in the identification, planning, use, delivery, and evaluation of such devices and services; and

(c) developing written materials, training, and technical assistance to ensure that the needs of an individual for assistive technology devices and services are considered and included as part of an individualized education program required under section 614(a)(5) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(a)(5)), an individualized family service plan developed pursuant to section 677(d) of such Act (20 U.S.C. 1413(d)), and a written rehabilitation program required under section 102(b) of the Rehabilitation Act of 1973 (29 U.S.C. 722(b)); and

(2) in paragraph (12), by striking "to develop, modify, revise, correct, or adjust State or local laws, regulations, policies, procedures, and practices to allow individuals with disabilities to access assistive technology devices and services; and"

(3) by inserting after paragraph (12) (as redesignated by paragraph (11)) the following:—

(a) Consumer-responsive.—The term "consumer-responsive," when used with reference to a program, means a statewide program that includes individuals with disabilities and their family members, guardians, advocates, and authorized representatives, and identifies, in an educationally and developmentally appropriate manner, to their family members and other individuals who contact the program with disabilities and their family members, guardians, advocates, and authorized representatives, and includes insurers, teachers and related services personnel, technology experts (including engineers), employers, and other appropriate individuals;

(b) funding for model demonstration and innovation projects; and

(c) technical assistance, information, training, and public awareness programs relating to the provision of assistive technology devices and services, and

(d) funding for model demonstration and innovation projects; and

(e) To ensure that all programs, projects, and activities receiving assistance under this Act are carried out in a manner consistent with the purposes of this Act.

(f) Respect for the individual dignity, personal responsibility, and self-determination in the programs and activities funded under this Act, and in the development of the programs and activities funded under this Act.

(g) Respect for the privacy, rights, and equal access to information (including use of accessible formats), of such individuals;

(h) Inclusion, integration, and full participation of individuals with disabilities and their family members, guardians, advocates, and authorized representatives if an individual with a disability requests, desires, or needs such support; and

(i) Support for the involvement of family members, guardians, advocates, or authorized representatives if an individual with a disability requests, desires, or needs such support; and

(j) "E" support for individual and systemic advocacy and community involvement.

(3) By inserting after paragraph (2) (as redesignated by paragraph (11)) the following:

(4) To ensure that all programs, projects, and activities receiving assistance under this Act are carried out in a manner consistent with the purposes of this Act.

(5) Respect for the individual dignity, personal responsibility, and self-determination in the programs and activities funded under this Act, and in the development of the programs and activities funded under this Act.

(6) Respect for the privacy, rights, and equal access to information (including use of accessible formats), of such individuals;

(7) Inclusion, integration, and full participation of individuals with disabilities and their family members, guardians, advocates, and authorized representatives if an individual with a disability requests, desires, or needs such support; and

(8) "E" support for individual and systemic advocacy and community involvement.

(9) To ensure that all programs, projects, and activities receiving assistance under this Act are carried out in a manner consistent with the purposes of this Act.

(10) Respect for the individual dignity, personal responsibility, and self-determination in the programs and activities funded under this Act, and in the development of the programs and activities funded under this Act.

(11) Respect for the privacy, rights, and equal access to information (including use of accessible formats), of such individuals;

(12) Inclusion, integration, and full participation of individuals with disabilities and their family members, guardians, advocates, and authorized representatives if an individual with a disability requests, desires, or needs such support; and

(13) "E" support for individual and systemic advocacy and community involvement.
(1) providing outreach to underrepresented populations and populations in rural areas; and
(2) increasing the accessibility of services to such populations;

(3) training representatives of such populations and groups to implement self-help, peer mentoring, and support group programs to assist individuals with disabilities and their family members, guardians, advocates, and authorized representatives in obtaining funding for, and access to, technology devices and services;

(4) developing mechanisms for determining the availability of, access to, and participation in the comprehensive statewide program of technology-related assistance for individuals with disabilities (including individuals who are blind or have low vision) and those who are Deaf or have other communication disabilities; and

(5) paying for expenses, including travel expenses, and services to special education students with disabilities, and their family members, guardians, advocates, and authorized representatives, including family members, guardians, advocates, and authorized representatives of children aged three to twenty-one years who are blind or have low vision, and those who are Deaf or have other communication disabilities;

(A) provide for the availability of, access to, and participation in the comprehensive statewide program of technology-related assistance for individuals with disabilities (including individuals who are blind or have low vision) and those who are Deaf or have other communication disabilities;

(B) ensure the availability of Qualified personnel;

(C) ensure the availability of adequate facilities and equipment that are accessible to individuals with disabilities who are Deaf or have other communication disabilities;

(D) provide for the availability of technology-related assistance for the classroom setting and/or for the home; and

(E) provide for the availability of, access to, and participation in the comprehensive statewide program of technology-related assistance for students with disabilities who are Deaf or have other communication disabilities;

(F) provide for the availability of, access to, and participation in the comprehensive statewide program of technology-related assistance for students with disabilities who are Deaf or have other communication disabilities; and

(G) provide for the availability of, access to, and participation in the comprehensive statewide program of technology-related assistance for students with disabilities who are Deaf or have other communication disabilities.

(2) SEC. 105. DEVELOPMENT GRANTS.

(A) DEVELOPMENT GRANTS.—The State shall provide grants to public agencies, organizations, and individuals to assist with the development of new programs and activities that are related to the implementation of this section.

(B) ANNUAL RECIPIENT REPORT.—The State shall provide an annual report to the Secretary of Education, the Secretary of Health and Human Services, and the Governor of the State on the development and implementation of the programs and activities provided for in this section.

(C) REPORT.—The Governor of the State shall provide a report to the Secretary of Education, the Secretary of Health and Human Services, and the Governor of the State on the development and implementation of the programs and activities provided for in this section.

(D) PARTNERSHIPS AND COOPERATIVE INITIATIVES.—The State shall establish partnerships and cooperative initiatives with other States and other agencies to assist with the development and implementation of the programs and activities provided for in this section.

(E) REPORT.—The Governor of the State shall provide a report to the Secretary of Education, the Secretary of Health and Human Services, and the Governor of the State on the development and implementation of the programs and activities provided for in this section.