

112TH CONGRESS
1ST SESSION

S. 1086

To reauthorize the Special Olympics Sport and Empowerment Act of 2004, to provide assistance to Best Buddies to support the expansion and development of mentoring programs, and for other purposes.

IN THE SENATE OF THE UNITED STATES

MAY 26, 2011

Mr. HARKIN (for himself and Mr. BLUNT) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To reauthorize the Special Olympics Sport and Empowerment Act of 2004, to provide assistance to Best Buddies to support the expansion and development of mentoring programs, 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; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Eunice Kennedy Shriver Act”.

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

Sec. 1. Short title; table of contents.

TITLE I—REAUTHORIZATION OF SPECIAL OLYMPICS ACT

Sec. 101. Reauthorization.

TITLE II—BEST BUDDIES

Sec. 201. Findings and purpose.

Sec. 202. Assistance for Best Buddies.

Sec. 203. Application and annual report.

Sec. 204. Authorization of appropriations.

TITLE III—ESTABLISHMENT OF EUNICE KENNEDY SHRIVER
INSTITUTES FOR SPORT AND SOCIAL IMPACT

Sec. 301. Findings and purpose.

Sec. 302. Establishment of Institutes.

Sec. 303. Activities of Institutes.

Sec. 304. Authorization of appropriations.

1 **TITLE I—REAUTHORIZATION OF**
2 **SPECIAL OLYMPICS ACT**

3 **SEC. 101. REAUTHORIZATION.**

4 Sections 2 through 5 of the Special Olympics Sport
5 and Empowerment Act of 2004 (42 U.S.C. 15001 note)
6 are amended to read as follows:

7 **“SEC. 2. FINDINGS AND PURPOSE.**

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

9 “(1) Special Olympics celebrates the possibili-
10 ties of a world where everybody matters, everybody
11 counts, and every person contributes.

12 “(2) The Government and the people of the
13 United States recognize the dignity and value the
14 giftedness of children and adults with intellectual
15 disabilities.

16 “(3) The Government and the people of the
17 United States recognize that children and adults

1 with intellectual disabilities experience significant
2 health disparities, including lack of access to pri-
3 mary care services and difficulties in accessing com-
4 munity-based prevention and treatment programs
5 for chronic diseases.

6 “(4) The Government and the people of the
7 United States are determined to end the isolation
8 and stigmatization of people with intellectual disabil-
9 ities, and to ensure that such people are assured of
10 equal opportunities for community participation, ac-
11 cess to appropriate health care, and inclusive edu-
12 cation, and to experience life in a nondiscriminatory
13 manner.

14 “(5) For more than 40 years, Special Olympics
15 has encouraged skill development, sharing, courage,
16 and confidence through year-round sports training
17 and athletic competition for children and adults with
18 intellectual disabilities.

19 “(6) Special Olympics provides year-round
20 sports training and competitive opportunities to
21 more than 3,700,000 athletes with intellectual dis-
22 abilities in 30 individual and team sports and plans
23 to expand the benefits of participation through sport
24 to hundreds of thousands of people with intellectual

1 disabilities within the United States and worldwide
2 over the next 5 years.

3 “(7) Research shows that participation in ac-
4 tivities involving both people with intellectual disabil-
5 ities and people without disabilities results in more
6 positive support for inclusion in society, including in
7 schools.

8 “(8) Special Olympics has demonstrated its
9 ability to provide a major positive effect on the qual-
10 ity of life of people with intellectual disabilities, im-
11 proving their health and physical well-being, building
12 their confidence and self-esteem, and giving them a
13 voice to become active and productive members of
14 their communities.

15 “(9) In society as a whole, Special Olympics
16 has become a vehicle and platform for reducing prej-
17 udice, improving public health, promoting inclusion
18 efforts in schools and communities, and encouraging
19 society to value the contributions of all members.

20 “(10) The Government of the United States en-
21 thusiastically supports the Special Olympics move-
22 ment, recognizes its importance in improving the
23 lives of people with intellectual disabilities and their
24 families, and recognizes Special Olympics as a val-

1 ued and important component of the global commu-
2 nity.

3 “(b) PURPOSE.—The purposes of this Act are to—

4 “(1) provide support to Special Olympics to in-
5 crease athlete participation in, and public awareness
6 about, the Special Olympics movement, including ef-
7 forts to promote broader community inclusion;

8 “(2) dispel negative stereotypes about people
9 with intellectual disabilities;

10 “(3) build community engagement through
11 sport involvement; and

12 “(4) promote the extraordinary gifts and con-
13 tributions of people with intellectual disabilities.

14 **“SEC. 3. ASSISTANCE FOR SPECIAL OLYMPICS.**

15 “(a) EDUCATION ACTIVITIES.—The Secretary of
16 Education may award grants to, or enter into contracts
17 or cooperative agreements with, Special Olympics to carry
18 out each of the following:

19 “(1) Activities to promote the expansion of Spe-
20 cial Olympics, including activities to increase the full
21 participation of people with intellectual disabilities in
22 athletics, sports and recreation, and other inclusive
23 school and community activities with people without
24 disabilities.

1 “(2) The design and implementation of Special
2 Olympics education programs, including character
3 education and volunteer programs that support the
4 purposes of this Act, that can be integrated into
5 classroom instruction and are consistent with aca-
6 demic content standards.

7 “(b) INTERNATIONAL ACTIVITIES.—The Secretary of
8 State, acting through the Assistant Secretary of State for
9 Educational and Cultural Affairs, may award grants to,
10 or enter into contracts or cooperative agreements with,
11 Special Olympics to carry out each of the following:

12 “(1) Activities to increase the participation of
13 people with intellectual disabilities in Special Olym-
14 pics outside of the United States.

15 “(2) Activities to improve the awareness outside
16 of the United States of the abilities and unique con-
17 tributions that people with intellectual disabilities
18 can make to society.

19 “(c) HEALTHY ATHLETES.—

20 “(1) IN GENERAL.—The Secretary of Health
21 and Human Services may award grants to, or enter
22 into contracts or cooperative agreements with, Spe-
23 cial Olympics for the implementation of on-site
24 health assessments, screening for health problems,
25 health education, community-based prevention, data

1 collection, and referrals to direct health care serv-
2 ices.

3 “(2) COORDINATION.—Activities under para-
4 graph (1) shall be coordinated with appropriate
5 health care entities, including private health care
6 providers, entities carrying out local, State, Federal,
7 or international programs, and the Department of
8 Health and Human Services, as applicable.

9 “(d) LIMITATION.—Amounts appropriated to carry
10 out this section shall not be used for direct treatment of
11 diseases, medical conditions, or mental health conditions.
12 Nothing in the preceding sentence shall be construed to
13 limit the use of non-Federal funds by Special Olympics.

14 **“SEC. 4. APPLICATION AND ANNUAL REPORT.**

15 “(a) APPLICATION.—

16 “(1) IN GENERAL.—To be eligible for a grant,
17 contract, or cooperative agreement under subsection
18 (a), (b), or (c) of section 3, Special Olympics shall
19 submit an application at such time, in such manner,
20 and containing such information as the Secretary of
21 Education, Secretary of State, or Secretary of
22 Health and Human Services, as applicable, may re-
23 quire.

1 “(2) CONTENT.—At a minimum, an application
2 under this subsection shall contain each of the fol-
3 lowing:

4 “(A) ACTIVITIES.—A description of activi-
5 ties to be carried out with the grant, contract,
6 or cooperative agreement.

7 “(B) MEASURABLE GOALS.—A description
8 of specific measurable annual benchmarks and
9 long-term goals and objectives to be achieved
10 through specified activities carried out with the
11 grant, contract, or cooperative agreement,
12 which specified activities shall include, at a
13 minimum, each of the following activities:

14 “(i) Activities to increase the full par-
15 ticipation of people with intellectual dis-
16 abilities in athletics, sports and recreation,
17 and other inclusive school and community
18 activities with people without disabilities.

19 “(ii) Education programs that dispel
20 negative stereotypes about people with in-
21 tellectual disabilities.

22 “(iii) Activities to increase the partici-
23 pation of people with intellectual disabili-
24 ties in Special Olympics outside of the
25 United States.

1 “(iv) Health-related activities as de-
2 scribed in section 3(c).

3 “(b) ANNUAL REPORT.—

4 “(1) IN GENERAL.—As a condition on receipt of
5 any funds for a program under subsection (a), (b),
6 or (c) of section 3, Special Olympics shall agree to
7 submit an annual report at such time, in such man-
8 ner, and containing such information as the Sec-
9 retary of Education, Secretary of State, or Secretary
10 of Health and Human Services, as applicable, may
11 require.

12 “(2) CONTENT.—At a minimum, each annual
13 report under this subsection shall describe—

14 “(A) the degree to which progress has been
15 made toward meeting the annual benchmarks
16 and long-term goals and objectives described in
17 the applications submitted under subsection (a);
18 and

19 “(B) demographic data about Special
20 Olympics participants, including the number of
21 people with intellectual disabilities served in
22 each program referred to in paragraph (1).

23 **“SEC. 5. AUTHORIZATION OF APPROPRIATIONS.**

24 “‘There are authorized to be appropriated—

1 “(1) for grants, contracts, or cooperative agree-
2 ments under section 3(a), \$9,500,000 for fiscal year
3 2012, and such sums as may be necessary for each
4 of the 4 succeeding fiscal years;

5 “(2) for grants, contracts, or cooperative agree-
6 ments under section 3(b), \$4,500,000 for fiscal year
7 2012, and such sums as may be necessary for each
8 of the 4 succeeding fiscal years; and

9 “(3) for grants, contracts, or cooperative agree-
10 ments under section 3(c), \$8,500,000 for fiscal year
11 2012, and such sums as may be necessary for each
12 of the 4 succeeding fiscal years.”.

13 **TITLE II—BEST BUDDIES**

14 **SEC. 201. FINDINGS AND PURPOSE.**

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

16 (1) Best Buddies operates the first national so-
17 cial and recreational program in the United States
18 for people with intellectual disabilities.

19 (2) Best Buddies is dedicated to helping people
20 with intellectual disabilities become part of main-
21 stream society.

22 (3) Best Buddies is determined to end social
23 isolation for people with intellectual disabilities by
24 promoting meaningful friendships between them and
25 their peers without disabilities in order to help in-

1 crease the self-esteem, confidence, and abilities of
2 people with and without intellectual disabilities.

3 (4) Since 1989, Best Buddies has enhanced the
4 lives of people with intellectual disabilities by pro-
5 viding opportunities for 1-to-1 friendships and inte-
6 grated employment.

7 (5) Best Buddies is an international organiza-
8 tion spanning 1,300 middle school, high school, and
9 college campuses.

10 (6) Best Buddies implements programs that
11 will positively impact more than 700,000 individuals
12 in 2011.

13 (7) The Best Buddies Middle Schools program
14 matches middle school students with intellectual dis-
15 abilities with other middle school students and sup-
16 ports 1-to-1 friendships between them.

17 (8) The Best Buddies High Schools program
18 matches high school students with intellectual dis-
19 abilities with other high school students and sup-
20 ports 1-to-1 friendships between them.

21 (9) The Best Buddies Colleges program
22 matches adults with intellectual disabilities with col-
23 lege students and creates 1-to-1 friendships between
24 them.

1 (10) The Best Buddies e-Buddies program sup-
2 ports e-mail friendships between people with and
3 without intellectual disabilities.

4 (11) The Best Buddies Citizens program pairs
5 adults with intellectual disabilities in 1-to-1 friend-
6 ships with other people in the corporate and civic
7 communities.

8 (12) The Best Buddies Jobs program promotes
9 the integration of people with intellectual disabilities
10 into the community through supported employment.

11 (b) PURPOSE.—The purposes of this title are to—

12 (1) provide support to Best Buddies to increase
13 participation in and public awareness about Best
14 Buddies programs that serve people with intellectual
15 disabilities;

16 (2) dispel negative stereotypes about people
17 with intellectual disabilities; and

18 (3) promote the extraordinary contributions of
19 people with intellectual disabilities.

20 **SEC. 202. ASSISTANCE FOR BEST BUDDIES.**

21 (a) EDUCATION ACTIVITIES.—The Secretary of Edu-
22 cation may award grants to, or enter into contracts or co-
23 operative agreements with, Best Buddies to carry out ac-
24 tivities to promote the expansion of Best Buddies, includ-
25 ing activities to increase the participation of people with

1 intellectual disabilities in social relationships and other as-
2 pects of community life, including education and employ-
3 ment, within the United States.

4 (b) LIMITATIONS.—

5 (1) IN GENERAL.—Amounts appropriated to
6 carry out this title may not be used for direct treat-
7 ment of diseases, medical conditions, or mental
8 health conditions.

9 (2) ADMINISTRATIVE ACTIVITIES.—Not more
10 than 5 percent of amounts appropriated to carry out
11 this title for a fiscal year may be used for adminis-
12 trative activities.

13 (c) RULE OF CONSTRUCTION.—Nothing in this title
14 shall be construed to limit the use of non-Federal funds
15 by Best Buddies.

16 **SEC. 203. APPLICATION AND ANNUAL REPORT.**

17 (a) APPLICATION.—

18 (1) IN GENERAL.—To be eligible for a grant,
19 contract, or cooperative agreement under section
20 202(a), Best Buddies shall submit an application at
21 such time, in such manner, and containing such in-
22 formation as the Secretary of Education may re-
23 quire.

24 (2) CONTENT.—At a minimum, an application
25 under this subsection shall contain the following:

1 (A) A description of activities to be carried
2 out under the grant, contract, or cooperative
3 agreement.

4 (B) Information on specific measurable
5 goals and objectives to be achieved through ac-
6 tivities carried out under the grant, contract, or
7 cooperative agreement.

8 (b) ANNUAL REPORT.—

9 (1) IN GENERAL.—As a condition of receipt of
10 any funds under section 202(a), Best Buddies shall
11 agree to submit an annual report at such time, in
12 such manner, and containing such information as
13 the Secretary of Education may require.

14 (2) CONTENT.—At a minimum, each annual re-
15 port under this subsection shall describe the degree
16 to which progress has been made toward meeting the
17 specific measurable goals and objectives described in
18 the applications submitted under subsection (a).

19 **SEC. 204. AUTHORIZATION OF APPROPRIATIONS.**

20 There are authorized to be appropriated to the Sec-
21 retary of Education for grants, contracts, or cooperative
22 agreements under section 202(a), \$10,000,000 for fiscal
23 year 2012 and such sums as may be necessary for each
24 of the 4 succeeding fiscal years.

1 **TITLE III—ESTABLISHMENT OF**
2 **EUNICE KENNEDY SHRIVER**
3 **INSTITUTES FOR SPORT AND**
4 **SOCIAL IMPACT**

5 **SEC. 301. FINDINGS AND PURPOSE.**

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

7 (1) For more than 50 years, Eunice Kennedy
8 Shriver dedicated her life, energies, and resources
9 without bounds to improving the lives of people with
10 intellectual and developmental disabilities around the
11 world. She stands as the iconic founder and leader
12 of one of the most important disability rights move-
13 ments in history.

14 (2) Eunice Kennedy Shriver founded and influ-
15 enced the development of Special Olympics and Best
16 Buddies, both of which celebrate the possibilities of
17 a world where everybody matters, everybody counts,
18 every person has value, and every person has worth.

19 (b) PURPOSE.—It is the purpose of this title to im-
20 prove and advance opportunities for people with intellec-
21 tual disabilities to fully participate and engage in inclusive
22 sports and recreation, social activities, and other commu-
23 nity opportunities, through—

24 (1) conducting research, data collection, and
25 evaluation activities;

- 1 (2) providing technical assistance and training;
- 2 (3) fostering and promoting interdisciplinary
- 3 collaboration, cooperation, and partnerships; and
- 4 (4) commemorating the work and contributions
- 5 of Eunice Kennedy Shriver and encouraging others
- 6 to emulate her leadership, including her efforts to
- 7 encourage and promote greater social and commu-
- 8 nity opportunities for people with intellectual disabil-
- 9 ities and their families.

10 **SEC. 302. ESTABLISHMENT OF INSTITUTES.**

11 (a) IN GENERAL.—From the amount made available

12 under section 304 that is not reserved under subsection

13 (g), the Secretary of Education shall award competitive

14 grants to one or more eligible entities for the purpose of

15 establishing Eunice Kennedy Shriver Institutes for Sport

16 and Social Impact (referred to in this title as “Insti-

17 tutes”).

18 (b) ELIGIBLE ENTITY.—In this title, the term “eligi-

19 ble entity” means an institution of higher education (as

20 defined in section 101(a) of the Higher Education Act of

21 1965 (20 U.S.C. 1001(a))) with demonstrated expertise

22 and experience in research, technical assistance, and train-

23 ing related to improving and advancing opportunities for

24 people with intellectual disabilities to fully participate and

25 engage in inclusive community opportunities, in partner-

1 ship with a nonprofit organization with demonstrated ex-
2 pertise and experience in inclusive sports, recreation, so-
3 cial, educational, and community opportunities for people
4 with intellectual disabilities.

5 (c) GRANT PERIOD.—Each grant awarded under this
6 title shall be for a 3-year period.

7 (d) GRANT RECIPIENT CONTRIBUTION.—An eligible
8 entity receiving a grant under this title shall provide a con-
9 tribution (which may include an in-kind contribution), in
10 an amount not less than 25 percent of the costs of the
11 activities assisted under the grant, to carry out such ac-
12 tivities.

13 (e) SUPPLEMENT, NOT SUPPLANT.—Funds made
14 available under this title shall be used to supplement, and
15 not supplant, other Federal, State, and local funds ex-
16 pended to carry out the purpose of this title.

17 (f) APPLICATION.—An eligible entity that desires to
18 receive a grant under this title shall submit an application
19 to the Secretary of Education at such time, in such man-
20 ner, and containing such information and assurances as
21 the Secretary may require. Such application shall, at a
22 minimum, include—

23 (1) a description of activities to be carried out
24 consistent with section 303; and

1 (2) proposed annual measurable benchmarks
2 and long-term goals and objectives to be achieved
3 through such activities.

4 (g) RESERVATION OF FUNDS FOR NATIONAL ACTIVI-
5 TIES.—From the amount appropriated under section 304,
6 the Secretary of Education shall reserve not more than
7 10 percent to enter into a cooperative agreement, on a
8 competitive basis, with an eligible entity for the purpose
9 of implementing national coordination activities, including
10 development of mechanisms for communication between
11 grant recipients, dissemination of information resulting
12 from activities under the grants, and technical assistance
13 to grant recipients.

14 **SEC. 303. ACTIVITIES OF INSTITUTES.**

15 (a) IN GENERAL.—Each eligible entity that receives
16 a grant under this title shall use the grant to advance the
17 quality of life and inclusion of people with intellectual dis-
18 abilities through research and evaluation, technical assist-
19 ance, training, data collection, evaluation, collaboration,
20 and dissemination of evidence-based best practices.

21 (b) REQUIRED ACTIVITIES.—

22 (1) IN GENERAL.—Each eligible entity receiving
23 a grant under this title shall use grant funds to—

24 (A) establish a research agenda and an-
25 nual measurable benchmarks and long-term

1 goals, and conduct research and evaluation of
2 evidence-based best practices, to improve the
3 quality of life and further the social inclusion of
4 people with intellectual disabilities, in coopera-
5 tion and consultation with—

6 (i) people with intellectual disabilities;

7 (ii) family members of people with in-
8 tellectual disabilities;

9 (iii) University Centers for Excellence
10 in Developmental Disabilities Education,
11 Research, and Service (as designated in
12 section 151 of the Developmental Disabil-
13 ities Act (42 U.S.C. 15061)); and

14 (iv) other relevant Federal, State, and
15 local entities conducting research related to
16 people with intellectual disabilities;

17 (B) provide training and technical assist-
18 ance to people with intellectual disabilities, fam-
19 ilies of people with intellectual disabilities, non-
20 profit organizations, public entities, educational
21 programs, recreation programs, and others to
22 increase opportunities for inclusive participation
23 by such people in sports and recreation, social
24 opportunities, education, and the community,
25 including provision of assistance to programs

1 and entities serving primarily people without
2 disabilities in order to successfully include peo-
3 ple with intellectual disabilities in activities with
4 people without disabilities;

5 (C) collect and analyze data related to bar-
6 riers to, and factors assuring, access to full in-
7 clusion and participation in community and
8 quality of life for people with intellectual dis-
9 abilities, including demographic data; and

10 (D) report on the research, findings, con-
11 clusions, and recommendations resulting from
12 the activities of the grant.

13 (2) RESEARCH AND EVALUATION.—Research,
14 evaluation, and data collection described in para-
15 graph (1)(A) shall include—

16 (A) best practices in preventive health and
17 wellness for people with intellectual disabilities,
18 including sports and recreational activities;

19 (B) identification of barriers to, and fac-
20 tors assuring, access to full inclusion and par-
21 ticipation in community and quality of life for
22 people with intellectual disabilities;

23 (C) best practices in supporting independ-
24 ence, community living, and inclusive social en-

1 gagement for people with intellectual disabil-
2 ities;

3 (D) physical and mental health disparities
4 for people with intellectual disabilities; and

5 (E) other relevant activities related to the
6 purpose of this title, as described by the eligible
7 entity in the application submitted under sec-
8 tion 302(f).

9 (c) REPORT.—Each recipient of a grant under this
10 title shall prepare and submit to the Secretary of Edu-
11 cation an annual report that includes information on
12 progress made in achieving the projected goals and out-
13 comes of the activities of the Institute for the previous
14 year, including demographic information on the popu-
15 lations served and measurable accomplishments in advanc-
16 ing the quality of life and inclusion of people with intellec-
17 tual disabilities in the community.

18 **SEC. 304. AUTHORIZATION OF APPROPRIATIONS.**

19 There are authorized to be appropriated to carry out
20 this title such sums as may be necessary for fiscal years
21 2012 through 2016.

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