

REQUIRED ACTIVITIES.—Funds available under subsection (a) shall be used to make available to students with disabilities described in subsection (a)—

“(1) job exploration counseling;

“(2) work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is

“(3) counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;

“(4) workplace readiness training to develop social skills and independent living; and

“(5) instruction in self-advocacy, which may include peer mentoring.

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(c) AUTHORIZED ACTIVITIES.—Funds available under subsection (a) and remaining after the provision of the required activities described in subsection (b) may be used to improve the transition of students with disabilities described in subsection (a) from school to postsecondary education or an employment outcome by—

“(1) implementing effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces;

“(2) developing and improving strategies for individuals with intellectual disabilities and individuals with significant

disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment;

“(3) providing instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities;

“(4) disseminating information about innovative, effective, and efficient approaches to achieve the goals of this section;

“(5) coordinating activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

“(6) applying evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals of this section;

“(7) developing model transition demonstration projects;

“(8) establishing or supporting multistate or regional partnerships involving States, local educational agencies, designated State units, developmental disability agencies, private businesses, or other participants to achieve the goals of this section; and

“(9) disseminating information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.