STATE OF NEW YORK

3032--A

2021-2022 Regular Sessions

IN ASSEMBLY

January 22, 2021

Introduced by M. of A. GUNTHER, JACOBSON, SIMON, EPSTEIN -- read once and referred to the Committee on Higher Education -- committee discharged, bill amended, ordered reprinted as amended and recommitted to said committee

AN ACT to amend the education law, in relation to allowing for students in postsecondary education experience or transition program to receive awards from the tuition assistance program

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Section 602 of the education law is amended by adding a new subdivision 5 to read as follows:

5. The commissioner shall promulgate rules and regulations allowing for students enrolled in an approved postsecondary education experience or transition program to receive financial assistance from the tuition assistance program.

§ 2. Section 667 of the education law is amended by adding a new subdivision 4 to read as follows:

4. Postsecondary education experience or transition programs. a. Notwithstanding subdivisions one, two and three of this section, the president shall make awards to students with intellectual disabilities in approved postsecondary education experience or transition programs in the same manner as students enrolled in an approved program at a degree-granting institution including the same income limits and awards for each year.

b. An approved postsecondary education experience or transition program shall:

(i) serve students with intellectual disabilities;

(ii) provide individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the institution of higher education's regular postsecondary program;

EXPLANATION--Matter in *italics* (underscored) is new; matter in brackets [-] is old law to be omitted.

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(iii) provide a focus on:
(A) academic enrichment;
(B) socialization;
(C) independent living skills, including self-advocacy skills; and
(D) integrated work experiences and career skills that lead to gainful employment;
(iv) integrate person-centered planning in the development of the course of study for each student with an intellectual disability;
(v) create and offer a meaningful credential for students with intellectual disabilities upon the completion of the postsecondary education experience or transition program; and
(vi) be a federally approved comprehensive transition and postsecondary program.
c. For the purposes of this subdivision, "students with intellectual disabilities" shall mean a student with an impairment of general intellectual functioning or adaptive behavior which constitutes a substantial handicap to the student's ability to function normally in society and which has originated at any point in the student's life.

§ 3. This act shall take effect immediately.