

# STATE OF NEW YORK

5774

2025-2026 Regular Sessions

## IN ASSEMBLY

February 20, 2025

Introduced by M. of A. SEAWRIGHT -- read once and referred to the  
Committee on Higher Education

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 Assem-  
bly, do enact as follows:

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

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

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

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

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

18 (i) serve students with intellectual disabilities;

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

23 (iii) provide a focus on:

24 (A) academic enrichment;

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

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1 (B) socialization;

2 (C) independent living skills, including self-advocacy skills; and

3 (D) integrated work experiences and career skills that lead to gainful  
4 employment;

5 (iv) integrate person-centered planning in the development of the  
6 course of study for each student with an intellectual disability;

7 (v) create and offer a meaningful credential for students with intel-  
8 lectual disabilities upon the completion of the postsecondary education  
9 experience or transition program; and

10 (vi) be a federally approved comprehensive transition and postsecon-  
11 dary program.

12 c. For the purposes of this subdivision, "students with intellectual  
13 disabilities" shall mean a student with an impairment of general intel-  
14 lectual functioning or adaptive behavior which constitutes a substantial  
15 handicap to the student's ability to function normally in society and  
16 which has originated at any point in the student's life.

17 § 3. This act shall take effect immediately.